

DIVERSITY AND SOCIAL RESPONSIBILITY

Professional Support Document



INCLUSIVENESS
AND EQUITY

- Appreciate Distinctiveness
- Respect Diversity
- Act to Change Inequitable Practices



DEMOCRATIC
PRACTICES

- Act as Responsible and Responsive Citizens
- Participate in Decisions that Affect Them
- Practice Fairness and Social Justice



SUSTAINABLE
FUTURES

- Develop a Sense of Wonder
- Recognize Patterns in Nature
- Appreciate Creativity and Innovation
- Learn About Natural Resources
- Practice Environmental and Social Responsibility

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NEW BRUNSWICK
CURRICULUM FRAMEWORK
FOR EARLY LEARNING AND CHILD CARE ~ ENGLISH

DIVERSITY AND SOCIAL RESPONSIBILITY

Professional Support Document



By Emily Ashton, Anne Hunt, Pam Nason, and Pam Whitty.

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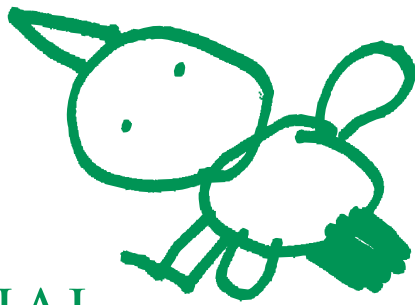
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YORK STREET CHILDREN'S CENTRE INC.

THANK YOU TO THE CHILDREN
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CONTRIBUTIONS TO THIS
CURRICULUM DOCUMENT.



DEDICATED TO PAM NASON (1944-2010)
FOR HER INSPIRATION AND COMMITMENT
TO EARLY CHILDHOOD EDUCATION.



DIVERSITY AND SOCIAL RESPONSIBILITY



Children experience socially inclusive and culturally sensitive environments in which consideration for others, inclusive, equitable, democratic, and sustainable practices are enacted, and social responsibility is nurtured.



Membership in communities involves interdependency. It is as simple and as complicated as this: we need to take care of each other, and we need to take care of the natural and constructed world around us. When children engage in respectful, responsive, and reciprocal relationships guided by sensitive and knowledgeable adults, they grow in their understanding of interdependency.



A heart by Isabella

We live in a democratic country. Ideally, early childhood communities reflect the democratic values of inclusiveness and equity. All children and families have equal rights to a voice in decision making; differences and dissent make valued contributions to the group. With the inclusion of diverse heritages, histories, and customs, democratic principles are honoured, opportunities to learn from each other are enriched, and possibilities for living peacefully together are enhanced.

As children practise living with heart and spirit as well as with mind, they require caring adults who listen responsively to what they have to say. They learn to find their voices, to speak freely, and to hear the voices of others as they engage in matters that concern them.

Cultivating an understanding of interdependency and the practice of compassionate care moves beyond the boundaries of local contexts and extends to global citizenship, appreciating biodiversity and environmental responsibility. This involves learning in and about the natural world, and learning how to act in environmentally responsible ways to become good stewards of the earth.



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Images of EDUCATORS AS CULTURAL BEINGS



We are all cultural beings enacting and negotiating the beliefs, values and customs of our families and communities. Understanding our own roots and thinking about what we believe and how we came to believe it is an important first step if we are, in turn, to understand the unique contributions of the children and their families in our care. Our early childhood communities must be places where all are welcome and feel comfortable to share their values and to listen to and respect the beliefs of others.

Children learn about living peacefully together in situations where they have strong adult models of how that works. We need to practice a *pedagogy of listening* - attending carefully to what children are doing/not doing, saying/not saying, thinking, and feeling. Helping children to express themselves, respecting their thoughts, and encouraging them to listen to and respect the thoughts of others builds community within the centre and opens up a forum for multiple voices to be considered as decisions are made.



Our responsibility is to educate in ways that honour diversity and strive for social justice. As educators we must be prepared to challenge inequitable practices that seek to sort, exclude, and label children. New perspectives also need to be examined and introduced as we support children in understanding interdependency and our mutual responsibility to the planet on which we all live.

USING THIS DOCUMENT

This support document accompanies the *New Brunswick Early Learning and Child Care Curriculum Framework — English*. Building on the values, goals, and intended learnings introduced in the *Framework*, additional ideas and suggestions for planning and practices are offered. This document presents possibilities, provides openings for collaborative explorations, and celebrates the work of New Brunswick early childhood educators who bring the *Framework* to life in their local centres. You will find examples that illustrate what some children and early childhood educators *have* done using the *Framework*, rather than a model of what *should* be done. We invite you to join us in the ongoing process of creating curriculum with and for our youngest children.



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DIVERSITY AND SOCIAL RESPONSIBILITY AT A GLANCE



This is me and my grandma and the school and a tree
by Alexandra

INCLUSIVENESS AND EQUITY

Appreciate Their Own Distinctiveness and that of Others

Engage in Practices that Respect Diversity

Raise Questions and Act to Change Inequitable Practices that Exclude or Discriminate

- Learning about their cultural heritages and those of other families within the centre and the broader society
- Learning about and engaging with communities representative of New Brunswick society
- Learning about and participating in projects that help others — locally and globally
- Becoming knowledgeable and confident in their various identities, including cultural, racial, physical, spiritual, linguistic, gender, and socioeconomic
- Recognizing and challenging inequitable practices and situations
- Forming positive, inclusive relationships with all children
- Negotiating equitable solutions to problems arising from differences
- Learning about differences, including cultural, racial, physical, spiritual, linguistic, gender, social, and economic
- Standing up for themselves and others in a fair manner



Hannah

DEMOCRATIC PRACTICES

Learn to be Responsible and Responsive Members of the Community

Practice Democratic Decision-Making, Making Choices in Matters that Affect Them

Practice Fairness and Social Justice

- Showing sympathy and empathy for others
- Giving help, comfort, and encouragement, and valuing others' contributions
- Respecting the materials, equipment, and spaces shared with others
- Beginning to understand their rights and responsibilities, and those of others
- Voicing their preferences and opinions, and developing an awareness of other points of view
- Questioning, co-constructing, and reworking rules and procedures
- Voicing and negotiating their understandings of fairness and unfairness
- Identifying issues and becoming socially active in their local communities



This is me walking in the sun in the summertime and I was so excited because I was at the cottage
by Isabella

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SUSTAINABLE FUTURES

Develop a Sense of Wonder and Appreciation for the Natural World

Learn to Recognize and Record Patterns and Relationships in Nature

Develop a Sense of Appreciation for Human Creativity and Innovation

Learn About Natural Resource Development and Manufacturing

Learn Environmentally and Socially Responsible Practices

- Bringing all their senses to exploring nature
 - Taking pleasure in natural beauty
 - Connecting to and respecting the natural world
 - Noticing regularity, repetition, and changes in nature
- Learning to systematically observe, name, and record natural phenomena
- Raising questions about changes, connections, and causes, and undertaking first-hand investigations
- Bringing all their senses to exploring the constructed world
 - Learning to appreciate beauty, creativity and innovation in art, architecture, and technologies
 - Exploring the mechanical advantage of tools and machinery
 - Designing and evaluating technological solutions
 - Making connections between raw materials and finished products
 - Developing an appreciation for the work of others
 - Learning that different approaches to resource development and production have different impacts
 - Reducing consumption
 - Reusing and recycling
- Participating in the care of plants and domestic animals, and stewardship of local plant, insect, and animal life
- Participating in local restoration and regeneration projects



Construction Trucks
by Alex



The Earth and My Mom
by Russell

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Appreciate their Own Distinctiveness and that of Others

WHAT'S INVOLVED IN LEARNING

- Learning about their cultural heritages and those of other families in the centre and broader society
- Becoming knowledgeable and confident in their various identities, including cultural, physical, racial, spiritual, linguistic, gender, social, and economic



STRIKE A BALANCE

between exploring people's similarities and differences.

We share similar biological attributes and needs — the need for food, shelter, and love; the commonalities of language, families, and feelings — and we live these in many different ways.

~ Louise Derman-Sparks and Julie Olsen Edwards (2010, 5)

QUESTIONS TO ASK FAMILIES:

WHAT ARE YOUR GOALS FOR YOUR CHILD?

WHAT ASPECTS OF YOUR CULTURE WOULD YOU LIKE US TO HIGHLIGHT IN OUR PROGRAM?

CAN YOU OFFER SOME SUGGESTIONS ABOUT HOW WE COULD WORK TOGETHER?

~ Adapted from The Centre for Equity and Innovation in Early Childhood (CEIEC) (2006)



~Cindy Thurston and Nanette O'Neill
First Steps Wee College Inc.

Everyone has a culture, but most of the time we can't see it.

ALL PEOPLE HAVE A PERSONAL IDENTITY that gives us our sense of individuality (e.g. name, talents, interests) and multiple social identities that refer to the group categories assigned to us by society (e.g. gender, race, religion). Goal 1 – Well-Being of the NB Curriculum Framework is about personal identities while Goal 4 – Diversity and Social Responsibility focuses on social identities.

There is almost nothing that a person can do while interacting with children under three, while caring for a child under three, that is not cultural. Everything that one does is cultural.

~ Lily Wong Fillmore (2006, 59)

When someone with the authority of a teacher, say, describes the world and you're not in it, there's a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing.

~ Adrienne Rich (1986, 188)

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This is my mommy.
This is daddy 'cause he loves blue.
This is me, the little one. Kayleb is red.
by Taylor



Remi



Austin



Grampa, Gramma and me
on a tractor by Sawyer

A purpose of anti-bias education is to enable teachers to support all children's families and to foster in each child fair and respectful treatment of others whose families are different from the child's own. Anti-bias education does not disparage or advocate any particular family structure—but it does adhere to early childhood education's fundamental ethic of positively representing and supporting every child's unique kind of family.

~ Louise Derman-Sparks and Julie Olsen Edwards (2010, 116)

BOOKS ABOUT FAMILIES TO READ TOGETHER

The Family Book,
by Todd Parr

And Tango Makes Three,
by Justin Richardson, Peter Parnell,
and Henry Cole

"More, More, More" Said the Baby,
by Vera B. Williams

Families,
by Debbie Bailey and Susan Huszar



Anabelle



Does your centre have:

Dramatic play materials such as multiethnic play food and cooking utensils and a variety of dress-up clothes and accessories?

Collection of multiethnic children's books?

Different forms of music and musical instruments?

Art materials such as skin-coloured markers and paints?

Photographs of people from racial and cultural groups in your community and province?

Sets of multiethnic block play people and dolls?

Photographs of diverse people actively involved in everyday happenings?

Multiethnic, nonsexist puzzles?

~Adapted from Louise Derman-Sparks and the ABC Task Force (1989, 152)

Personal names are charged with meaning; they encapsulate our sense of self and our place in the world.

~ Marian Whitehead (1997, 140)

Our Names: A Book About Us (an excerpt)

Melina Johnstone-Cantin Mommy and Daddy were searching for an unusual name that would sound beautiful in English and French. Mommy saw it in a magazine (a famous Greek performer) and an author used it in a novel she read. Melina means 'honey' or 'yellow' in Greek.

Johnstone has special meaning, both because it's Mommy's last name but also because it translates into Daddy's name; John = Jean and Stone = Pierre. 'Cantin' is Daddy's last name and part of my last name too! I have an English and a French last name because we are a bilingual family.

~ Leigh White UNB Children's Centre



My mom
by Grace

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Appreciate their Own Distinctiveness and that of Others

Welcoming Meenu and Vishnu

Heather Surette is an educator of four-year-old children at Unicorn Children's Center. Heather shares what she and the children learned as they welcomed two new children, Meenu and Vishnu, into their lives.

What does your centre do to prepare for a child's first day?

Parents fill out a child profile and have a tour of the centre. They meet the educators and are encouraged to ask questions. We also ask the parents questions about their child so we have a better understanding of what their child will need from us on their first days at Unicorn. When children arrive for their first day we greet them, introduce ourselves, and then show them where they can put their belongings. Next we go into our classroom where we join an activity with a friend or two.

Drawing upon your own experiences, can you offer some more specifics? What preparations have you made to support children's transitions into the centre?

When Vishnu started at Unicorn, Meenu had already been at the centre for about four months. When Meenu started she was able to understand spoken English, but was not able to speak back to us in English. She communicated in other ways. She would take us by the hand and show us what she needed. I thought that Meenu would be a great help for Vishnu's arrival as I assumed that they spoke the same language. I was really excited about this. I talked to Meenu about a new friend starting our school and how he had just come from India. Her face lit up with joy. We talked to Meenu's family and that is when we found out that they didn't speak the same language or even celebrate the same holidays.

Vishnu was very shy and nervous when he started. He had only been in Canada for about one week when he started at Unicorn. Meenu was a great role model for him. She would take him and guide him to what was

going on. He was really attached to Meenu and followed her around and wanted to do everything she was doing. Meenu and Vishnu often would go and sit in the quiet area with the books and you could hear Vishnu making up stories in his home language. When it was time for a transition from one activity to another Meenu would take Vishnu by the hand and guide him to where we were going.

How do you celebrate the cultural heritage of each child?

One project started by sending a note home to find out the birth places of each child. We drew and painted a large map of Canada and one of India. We then located where everybody was born on the map and had Meenu's and Vishnu's parents tell us the distance between the two cities and how long it would have taken to go and visit each other. Then we found the flag for both Canada and India and posted them with the maps for the children to see. Now that we knew how diverse the cultures of India were, we talked to Meenu's and Vishnu's parents to see what holidays they actually celebrated.

With our new understanding that there are many languages in India we asked Meenu's mom to translate our classroom labels so we could incorporate their written language in our class. She then passed the list to Vishnu's parents and they did the same thing. We have three different written languages with a picture of most of the items displayed in our classroom. We want their cultures to be part of the everyday at Unicorn.

~ Heather Surette Unicorn Children's Center Inc.



Other possibilities:

“Can you read me this book, it’s about Indian people?”

*As I was looking for classroom books at the public library, a book caught my eye called *Mama’s Saris* by Pooja Makhijani. I thought of the time that Mahaan’s mother had brought in saris and wondered if he would enjoy the book. I put it on the bookshelf to be ‘discovered’ and sure enough the first day Mahaan came over to show it to me saying, “Can you read me this book, it’s about Indian people.”*

Swati and Kevin joined us to read the book. “We are different Indians,” Mahaan told Swati. “Yes, but we go to the same temple,” added Swati. “Yes,” Mahaan agreed. As we read further Swati and Mahaan noticed the reference to Diwali. “Hey, Diwali!” exclaimed Swati. Later in the story the mother puts a bindi on her daughter and Mahaan told me, “My mother puts on one every morning.”

This time with a book illustrates the connections that children can make between their home, community, and family. The story reflects Swati and Mahaan’s unique family and community and provides an opportunity for the rest of us to learn about their cultures. Other children in the class are offered a chance to become familiar with a new situation and learn to see people in a different way.

~ Jill Bateman UNB Children’s Centre



Paige



Kylie

For Reflection

How do adults learn about and incorporate differing family values and practices into everyday routines at the centre? Think about how routines and practices such as eating and sleeping habits, discipline, play and learning differ between homes and the centre. How are home and centre practices discussed and adapted to ensure comfort and continuities for children?

How are centre policies supportive of families of all backgrounds and configurations? For example, think about how communication is addressed and how information forms invite families to tell the centre about family culture and parenting practices.

How do adults intervene when children are being disrespectful of others? Think about the assistance or comfort offered to the person targeted by the discriminatory act. Think about the opportunities provided for each child to explain what happened and to come up with respectful, alternative language and actions.

What opportunities exist for children to notice, think, and talk about differences and similarities? Think about responses to children’s questions about physical, social, and cultural differences. How are dispositions of respect and curiosity modelled? Is time provided for children to talk with each other and with adults, to figure out respectful ways to interact?

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Engage in Practices that Respect Diversity

WHAT'S INVOLVED IN LEARNING

- Forming positive, inclusive relationships with all children
- Learning about differences including cultural, racial, physical, gender, spiritual, linguistic, social, and economic
- Learning about and engaging with communities representative of New Brunswick society (First Nations, English and French; established immigrant families, and new Canadians)
- Learning about, and participating in, projects that help others – locally and globally

Learning Diversity with Infants and Toddlers

- What experiences are infants and toddlers having with different types of people? How do they respond to these differences?
- Are babies seeing images of people who look like them and their parents as part of the everyday world of the centre?
- How can you begin to build their vocabulary for talking about human differences?

~ Adapted from CEIEC (2006, "Diversity Alerts")

Our co-op student, Liz Decker, is Portuguese. I asked her to teach the children how to say, "Good day" and "I love you." After some encouragement James said, "Bom dia," which is good day. He also said, "Eu amor ti," which translates to "I love you." We decided that we would try one new Portuguese word every day as well as practice our special ones. Liz has agreed to put Portuguese words underneath all of the English words posted up around our room. ●●● Thank you Liz.

~ Bernadette McKnight Sussex Early Learning Centre



At Happy Little Faces, in Beresford, we switch between English and French. It is part of the natural rhythm of the day care. All instructions are said in both languages, one after the other. Children who come to the centre knowing only one language quickly pick up the other language.

~ Lynne Pelletier and Stephanie Pelletier
Garderie Happy Little Faces Day Care

Children learn to see but not acknowledge the differences between people.

This is because, time after time, children's honest questions and comments about people are met with responses meant to silence them:

"Shhh." "Don't say that."
"It's not nice to stare."
"Don't be rude."
"We don't talk about those things in public."

When children sense adults' uneasiness... they gradually become silent. They stop asking about people and other races.

Stacey York (2006, 44)



And so it goes. On the playground, she peers up at me from behind her pink pover puff sunglasses and then asks, "Do you have a boyfriend?" And I say no, and she says "Oh, do you have a girlfriend?" And I say "No, but if by some miracle, twenty years from now, I ever finally do, then I'll definitely bring her by to meet you. How's that?" "Okay. Can I have a push on the swing?"

And that's the thing. They don't care. They don't care. Us, on the other hand...

~ Andrea Gibson, *Swing Set* (2003)



BOOKS TO READ TOGETHER

The Black Book of Colors, by Menena Cottin, Rosana Faria, and Elisa Amado

The Desert is Theirs, by Byrd Baylor and Peter Parnall

The Colour of Home, by Mary Hoffman and Karin Littlewood

Throw Your Tooth on the Roof: Tooth Traditions from Around the World, by Selby Beeler and G. Brian Karas

New Brunswick Context

There are 15 First Nations Communities in New Brunswick. They are predominantly Mi'kmaq and Maliseet peoples. Although the Passamaquoddy currently have no legal status in Canada, they maintain a land claim on the territory comprised of St. Andrews.

For more information:

First Nation Information Project : www.johnco.com/firstnat

Government of New Brunswick: www.gnb.ca/0016/index-e.asp



Celebrate Diversity in Art!



Do children know the words Aboriginal, First Nations, Mi'kmaq, Maliseet, and Passamaquoddy?

What meanings do they give to these words?

What other knowledge do the children have of First Nation communities and cultures?

How are you actively introducing them to positive and contemporary images and knowledge of First Nation communities and cultures?

How are you actively involving your local First Nation communities in your centre?

~ Adapted from CEIEC (2006, "Diversity Alerts")



Engage in Practices that Respect Diversity

Exploring Spaces of Worship

Kimi Sauve reflects back upon a project she did when she was working as an educator in the UNB Children's Centre with 3 and 4 year old children.

How did you begin thinking about places of worship? What was the event or question that started the process?

The event that started the process of exploring places of worship came from observing the children in our classroom for a period of time near the end of November. One child was very excited about Hanukkah and was sharing what that was and what his family did to celebrate it. We began to do our planning by making a web. We called it "Celebrating the Season". We then sent a letter home to all the families asking them a few key questions about what their families celebrated in the upcoming months and what kinds of traditions they had in their homes. What happened next was extraordinary.

How did you find resources (people and places) to help you in planning?

How we got the resources was easy. The letters came back with beautiful stories about family traditions and holiday customs. Parents gave us contacts and suggestions and invitations to their places of worship, or offered to come in and do something with the children that they did with their own families including everything from an art experience to making a yummy stew.

What did you do to accommodate children whose families do not practice a religion?

Everyone was included because the "Celebrating the Season" web was about



This is a person
by Hunter

just what they did in their families. It did not have to be about religion. It was also about traditions. This event included all of us – children, their families and us as early childhood educators. We let the families know at the very beginning, allowing all of us to explore others' beliefs, traditions, cultures and customs. It was a beautiful experience for all involved.

Does any one aspect of the project stand out to you? What are some highlights?

Some highlights for me were going to the Buddhist temple and actually being part of a candle worship ceremony, going to the synagogue and having a Hanukkah party, and having a parent come in and read the story of Mary and Joseph and the birth of Jesus. We had sing-a-longs and families came to share many, many traditions with us from card making to making a family dish. We also celebrated Day of the Dead (we had a Spanish family that wanted to share it with us) and Guy Fawkes Day. I believe these experiences were welcomed and respected because we asked and invited all families to be part of our planning and program. I also believe that the educators that were involved were open and believed in respecting diversity.

~ Kimi Sauve UNB Children's Centre



Other possibilities:

Reading with Steven

We have a friend who visits our preschool to read to us. His name is Steven. He has a different way to read than a lot of people. Steven is blind, so instead of using his eyes to read, he uses his fingers. Everyone thinks it is interesting that there are no pictures on the pages of Steven's books. He explained to us that while he reads he makes up pictures in his mind. It is very cool to watch and hear him read to us.

After Steven reads we can ask him questions. We asked him what he sees when he opens his eyes. He explained that he sees light but nothing else. Brennan asked if Steven could see him. Steven said no, but he knew Brennan had lots of curls because Brennan let him feel his hair.

Thank you Steven.

~ Jennifer Curtis L'il Critters Early Learning and Child Care

Honouring Cultural Practices

At Monoqonuwicik Neoteetjg Mosigisig (Under One Sky), revitalizing Maliseet language is very important as a way of strengthening and preserving culture. Candy Paul and Kelsey Nash, educators at the centre, repeat common phrases, spoken in the context of children's everyday comings and goings, to help children understand and learn the meaning of words. Labels printed with Maliseet words are posted throughout the centre; a pronunciation key is printed underneath the words to support non-fluent visitors and families in learning along with children. Also songs are used to teach language, for example, the days of the week are sung as the words are shown to children. Instead of a Maliseet word of the day, educators prefer more in-depth study of ideas with collages and displays, concrete learning opportunities, and family and community involvement. Children are also learning through Maliseet rituals, smudging - the burning of sweetgrass and passing of smoke over the body to cleanse the spirit and the mind - is practiced daily.

~ Candy Paul and Kelsey Nash Monoqonuwicik Neoteetjg Mosigisig



For Reflection

Do adults take care to avoid singling out children? Think about whether differences are considered all the time, rather than in relation to single, special events. How do you integrate rather than isolate multicultural aspects of learning?

How might adults at the centre build relationships with the community? Think about possible volunteers — students, retirees? Are there local artists, not-for-profit staff, business people, community activists, etc., who might want to establish closer ties with an early childhood centre?

How do adults ensure that multicultural events are integral to the curriculum rather than provided as add-ons? Think about whether educators are familiar with different religious customs and observances. Do adults provide alternative views on national or provincial holidays?

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Raise Questions and Act to Change Inequitable Practices that Exclude or Discriminate

WHAT'S INVOLVED IN LEARNING

- Recognizing and challenging inequitable practices and situations
- Negotiating equitable solutions to problems that arise from differences, including cultural, racial, spiritual, physical, linguistic, developmental, gender, social, and economic
- Standing up for themselves and others in a fair manner



“We must try to understand differences rather than wanting to cancel them. This means approaching each individual in terms of his or her background and personal story, with great sensitivity. It means ‘listening’ to the differences but also listening to and accepting the changes that take place within us, which are generated by our relationships, or better, by our interactions with others. It means letting go of any truths that we consider to be absolute, being open to doubt and giving value to negotiation as a strategy of the possible. ~ Carlina Rinaldi (2006, 140)”

LANGUAGE is the life-blood of a people, carrying the spirit of the past to the children of the present

(Aboriginal Head Start, Language Revitalization)

Rosemary Young, director of Wulastukw Elementary Head Start and Day Care, is the only fluent Maliseet speaker at her centre and community school. Her stories powerfully relate the injustices that led to the small number of Maliseet speakers today and the need for early years immersion education to teach the Maliseet speakers of tomorrow. We asked Rosemary how it is that there are so few Maliseet speakers today and she told us a story about the languages of her childhood:

“When I went to school we were forbidden to speak our language. Only English was acceptable. In my house we continued to speak Maliseet but this was not the same for other families in my community. One family might say that to get ahead in the world it was important to speak English so it became the household language. In another family the adults might continue to use Maliseet with each other but only speak English with their children. Even though it was challenging I am grateful to my family. Today, the very few speakers are used as role models for the language. The friends who grew up with us not knowing the language are now struggling to get their language back.”

Learn to identify and challenge stereotypes, prejudices, and discriminatory practices.

- Help children recognize biased and stereotyped information in its many forms (books, television, and children’s own stories). Start by having children notice stereotyped images that misrepresent them and their families and friends.
- Foster children’s critical awareness of stereotypes about people of color from various groups. Provide images and books that challenge stereotypes the children have expressed and/or that are common in their communities. Encourage children to look for signs of accurate and inaccurate information.
- Encourage children to take an active role in criticizing deceptive or biased information. Encourage them to critique books and other learning materials and suggest ways to make them fairer.

~ Louise Derman-Sparks and Patricia Ramsey (2005, 26)

Inclusion is not just about students with disabilities or “exceptionalities.” It is an attitude and an approach that encourages all students to belong. It is an approach that nurtures the self-esteem of all students; it is about taking account of diversity in all its forms, and promoting genuine equality of opportunity for all students in New Brunswick. I cannot over emphasize that effective inclusion is for all students and not just one particular group or category.

~ Wayne MacKay (2006, 14)





I made pails and medicines and pennies, and I made 2 oranges, and 2 more pennies and a lemon and there is grapes and an apple and the Red Cross and me. It's because all the guys needed some stuff 'cuz everything broke down.
by Caitlin



The Red Cross had to clean up the mess. The ground shook and all the people thought that was bad. They had to run out of their houses. The medicine had to go in a drawer so it wouldn't spill.
by Aaron



It's me, the Red Cross, that's medicine. That's my dollar, and there's a penny. This is Haiti. That's the medicine. It got a earthquake. It's when the ground rattles.
by Tabitha

~ Miracles At First Child Care Centre



Kids give back

Yesterday morning, children from Miracle at First Daycare Centre suited up and walked to the Red Cross to make a donation to the organization's relief efforts in Haiti. The daycare has about 55 children and raised \$535.50 in three days. Red Cross Supervisor of Community Service Cécile Casey-Boudreau received the cheque from Tabitha Azariah and Ava Bhagan.

Times & Transcript, Moncton, February 13, 2010

Meeting Children's Needs in Violent Times

As children struggle to feel safe and make sense of violence – regardless of the source—they need to know that we are there to help them with this process:

- Learn what they know
- Ask them questions
- Respond to their misconceptions
- Help them to sort out reality from fantasy
- Provide reassurance about their safety

~ adapted from Diane Levin (2003, 63)

BOOKS TO READ TOGETHER

Why?, by Nikolai Popov

Smoky Night, by Eve Bunting and David Diaz

The Streets Are Free, by Karusa and Monika Doppert

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Other possibilities:

Care-A-Lot and Community

The children of Care-A-Lot Daycare have been visiting the seniors of Salvation Army Lakeview Manor for about 20 years. During that time the children have made many friends. We visit the seniors regularly, every second Wednesday to:

- Make cards for special occasions
- Play volleyball & bowl
- Have tea parties at our daycare
- Picnics at the Manor
- Sing songs
- Recite poems
- Perform plays
- Make art together

We have been saving pennies to help the seniors for about seven years. The money has been used to help buy a new van. The children periodically bring their pennies with them on our visits and put them into a special container.

Society, as a whole, tends to judge people. Be it language, size, colour of their skin, ethnic origin, etc. Our children, on the other hand, have not yet learned this. They accept people as they are. Our children are learning that friends are all ages..

~ Sheila McLean Care-A-Lot Day Care Center



My friend Callie
by Kennedy



My friend Callie
by Brennan

For Reflection

How do you learn about children's assumptions about social and cultural differences and how are these assumptions affirmed, extended, challenged? Think about how children's assumptions can be uncovered through the use of role playing and children's literature.

Are your daily routines, curricula, and practices reviewed regularly, and revised and/or adapted to be more inclusive of all children?

How do you ensure that documentation of children's learning is recorded in multiple ways? Think about whether developmental milestones are used to marginalize and label particular children and if so, how this can be corrected.



Learn to be Responsible and Responsive Members of the Community

WHAT'S INVOLVED IN LEARNING

- Showing sympathy and empathy for others
- Giving help, comfort, and encouragement, and valuing others' contributions
- Respecting the materials, equipment and spaces shared with others

When children have daily opportunities to care for plants and trees, animals and insects, they practice nurturing behaviors that help them interact in kind and gentle ways with people as well.

~Nancy Rosenow (2008, 1)



It was a butterfly flying until she broke her wing because she had letters in her wing and then she popped to the ground and the doctor said she won't be able to fly anymore. But then she had a thread and sewed it in and then the Doctor said, "You're flying again... I'm so glad!"

~ Hannah

**from the children at UNB:
How to take care of stickbugs**

They need:

- sticks
- jars or a fish tank
- food (romaine lettuce or raspberry leaves)
- sand (a bit damp)
- water (and a sprayer)

- Stickbugs like to crawl on hands and sweaters (don't shake your hand, keep it still)
- The eggs look like poop but they are grey. They poop on the side. One time a stick bug was out and an egg popped out.
- Keep them in their cage, they sometimes escape.

a note from Jill:
These are Vietnamese stick insects and they and their eggs (sand) should not be released outside.



Co-Operation

Morgan and Matthew rolling the ball to each other...

Alex and Mekeel working on a puzzle together.

Daniel and Oofree riding on the truck together...

Mekeel and Alex building a tower together.

~ Catherine Kuwertz Eastwood Play & Learn

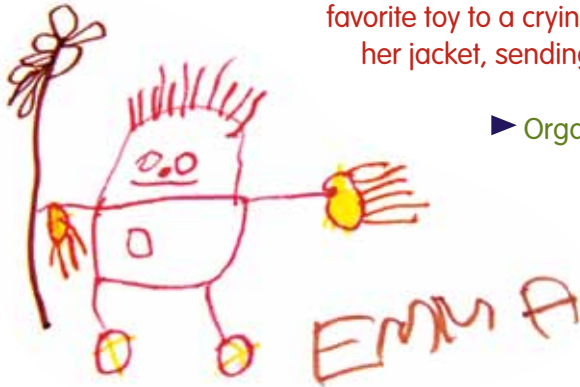


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Building capacity for caring, cooperative, and equitable interactions with others.

- ▶ Help children understand that people have different experiences and ideas. For instance, you might record dialogue during dramatic play and share your observations with the children.
- ▶ Encourage children to empathize – to ‘read’ others’ emotions and respond by caring for each other (for instance, by bringing a favorite toy to a crying toddler, helping a classmate zip up her jacket, sending a card to a sick friend).



“It’s [for Austin] because I missed you when you were gone”, says Emma.

- ▶ Organize small-group collaborative projects that require children to pay attention to others’ perspectives, use their communicative skills, and coordinate ideas, materials, and actions. Support children who organize cooperative play by recognizing them (e.g. “I like the way you are helping each other build together” or “Lucy and Melinda, I like how you are helping each other carry that heavy truck.”)

Read books depicting the values of working together.

~ Louise Derman-Sparks and Patricia Ramsey (2005, 24)



We rub backs.
In our centre educators and children understand the value of a comforting touch.

~ Jana Hanson
Just For Kidz Child Development Centre



BOOKS TO READ TOGETHER

Swimmy,
by Leo Lionni

A Castle on Viola Street,
by DyAnne DiSalvo

The Enormous Turnip,
by Alexi Tolstoy
and Scott Goto

The Snow and the Butterflies.
by Rose
Once upon a time there was some snow and there was some wind too. And there was some sun. There was a butterfly. The snow was thinking of something to eat, she likes to eat butterflies. The butterfly gets eaten by the snow. There was lots of butterflies they all got eaten.

The end

butterfly - MI
butterfly - HO
butterfly - AN
butterfly - MI
butterfly - MICHELLE
Snow - ILL
Wind - ED
Sun - RO
lights - ROSE
director - ROSE



Learn to be Responsible and Responsive Members of the Community

Working Together, Building Friendships

Charley Stoddard's children at Centreville Child Care are learning about being responsive and responsible members of the community. Encouraging children to work together, build friendships and to take care of each other is part of the curriculum. It is a learning process she attends to, documents, and reflects on.



How do you help children to build friendships and to care for each other?

There are several different things I do but sometimes it just starts with observing that a child is often playing alone — on the edges of the group play. I might invite that child to play with me and once we have begun I will invite others to join us. Eventually, my goal is to be able to remove myself from the activity and have it continue.

I also try to be aware of each child's strengths. That way I can involve them by asking them to use those strengths to help a friend. They may be good at opening things, or zipping a jacket, or finding a toy...

Learning to respect each other and the materials and spaces we share can be challenging for young children. Days don't always run smoothly. When conflicts occur, what are some strategies you use?

I see conflicts as learning opportunities for the children involved. It is a chance for children to use words to express themselves and to learn how to listen when others are telling their side of the story. Children need to learn how to stand up for themselves, not just complain to the adult in charge. My goal is to have children work things out together. That often means I need to make sure that each child has a chance to speak and is also actively listening to what others have to say.

I'm not a fan of Time Out. I'm trying to help children learn to live responsibly and responsively together. Removing them from the group doesn't put the responsibility on them. I am solving the problem for them by putting it to one side, and I'm also teaching exclusion. This morning's incident is a good example. A child came to me complaining that another child stepped on her hand. I asked if it had been an accident and she said, "No." Not having seen it, I took her to find the child she had accused. Bending to their level I asked the accused child to listen to what she had to say. Then it was his turn to speak and for her to listen. My role is to provide a space for that listening and speaking to happen.

~ Charley Stoddard Centreville Child Care



Other possibilities:



A Helping Hand

Jacob and Corri-Lyn love to look out the window. Jacob is tall enough to stand on the floor; Corri-Lyn needs to stand on the baseboard. She had not quite yet mastered stepping backwards and will stand at the window and cry for help to get down.

Jacob had watched us helping Corri-Lyn down from the window many times but this time he decided to be the helper. I thought this was an important step for him. It showed that he was developing an awareness and sense of responsibility for caring for others.

~ Heather Adams Heather's Community Daycare

Best Friends

Elizabeth was very upset and I didn't seem to be able to comfort her. Quietly, Peter went to Elizabeth and put his arm around her. Elizabeth immediately wrapped her arms around Peter. Peter began to gently pat her shoulder. Elizabeth stopped crying and the two of them sat for a while longer. No words were exchanged.

~ Elizabeth Ross UNB Children's Centre

For Reflection

Are children supported as they initiate and maintain relationships with each other and the adults in their everyday worlds? Think about ways to facilitate friendships and collaborations.

Do educators encourage and support children who act with empathy and sympathy? Think about children who reach out to victims, practise kindness, inclusiveness, and show concern for the well-being of others.

Are the contributions of each child valued, and is appreciation shown for many views? Think about how you listen and respond to all children.

How do adults model empathy, sympathy, a sense of fair play, and curiosity about difference? Think about opportunities that exist during dramatic play or outdoor play, or during conversations or storybook reading time.

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Practice Democratic Decision-Making, Making Choices in Matters that Affect Them

WHAT'S INVOLVED IN LEARNING

- Beginning to understand their rights and responsibilities, and those of others
- Voicing their preferences and opinions, and developing an awareness of others' points of view
- Questioning, co-constructing, and reworking rules and procedures



To ensure equal access and participation, the visiting University of New Brunswick education students created sign-up sheets for their projects. The following week, Lola decided to have a sign-up sheet for the music lessons she wanted to give her friends. Lola was concerned that everyone got a turn. - UNB Children's Centre



HOW DO YOU COME UP WITH CLASSROOM / CENTRE RULES?

WHO IS INVOLVED?

HOW ARE THE RULES DISPLAYED?

Engage children in discussions and decisions about establishing and/or changing classroom rules and routines and use of space. For example, instead of placing teacher-determined limits on the number of children who can play in an area at one time, help the children figure out how to use the space together. Such exercises encourage children to think about others' needs as well as their own.

~ Louise Derman-Sparks and Patricia Ramsey (2005, 24)

Respecting Children's Rights in Practice

Learning to share and to take turns, listening and being listened to, are ways children learn about respecting each other's rights. Learning to settle differences when all views are heard helps children feel valued. They begin to understand that with their rights, there is also responsibility to themselves and to others.

~ CCCF (2004, #63)



Article 12

of the United Nations Convention on the Rights of the Child states:

Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.



Leisa Comeau of Chatham Day Care Center Inc. made this "story apron" - with pockets to hold picture books or puppets - so that her toddlers can gesture towards their preferences.



Charting makes everyone's preferences and opinions visible.



The Right to be Heard

Children need to be heard during all stages of development, beginning in infancy. Babies and toddlers do not use formal language, but express their needs by crying or through gestures and expressions. They feel heard when an attentive adult responds to their participation.

~ Kim Wilson (2006, 31)

The Right to Decide

To decide means providing children with choices and opportunities to make some decisions for themselves. For example, young children can be given the choice between a number of nutritional snacks and to serve themselves or to choose the book or activity for circle time. Such opportunities to choose are easy for the childcare practitioner to implement, but can have profound effects on a child's sense of empowerment and self-esteem. Practitioners consult with children by asking them to voice their feelings, ideas and opinions.

~ Kim Wilson (2006, 33)

BOOKS TO READ TOGETHER

We Are All Born Free: The Universal Declaration of Human Rights in Pictures, by Amnesty International

For Every Child: The UN Convention on the Rights of the Child in Words and Pictures, by Caroline Castle, John Burningham, and UNICEF

Whoever You Are, by Mem Fox and Leslie Staub

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Practice Democratic Decision-Making, Making Choices in Matters that Affect Them

Learning to Share, Be Fair, and Live Together Responsibly

At High Five! Early Learning Centre children are learning how to live together. Democratic practices are part of their everyday activities. Their educator, Wanda Butt, helps them understand what it means to share, to be fair, and to be a responsible member of the group.

What does working together look like in your centre? *Hanging the swing...*



What role do you play in helping children solve disputes? Can you share an example?

Lexi abandoned the red car and took the driver's seat of the yellow car when Jake got out to check the rear tires. I talked with both Jake and Lexi and had them listen to each other and decide on the most fair course of action. Lexi returned to the red car with an agreement that when Jake is finished driving the yellow one she can have a turn.



How do you help children to become responsible members of the group?

Dressing and undressing themselves

Helping each other out

Setting the table

Signing in upon arrival...



What are some rules that you and your children have questioned, re-worked or made together?

At High Five! the backyard rises up into a rough wooded area. The children and I set boundaries together, rolling logs to the edge of their play space to define the border. We also decided the ramp to the shed was off limits after several children nearly slipped on the wet planks.

~ Wanda Butt High Five! Early Learning Centre

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Other possibilities:

A Meeting about Clean-Up

Today our clean up was a major challenge! Having noticed that our classroom was overwhelmed with materials and that some of the children also seemed overwhelmed, we decided to have a class meeting about this issue.

Jill started the meeting by sharing what we had observed: "Sometimes there are several children working hard to clean up, while others are walking around and sometimes hiding. Clean up was so long and we noticed that during play we are dumping some of the toys which were scattered all around the room. How can we get things off the shelves and use them in a different way? We need your ideas to solve this problem." Everyone had an idea to contribute and we charted all the ideas on paper so we could save them for a reminder.

~ Leigh White and Jill Bateman
UNB Children's Centre

Here are the suggestions:

"Maybe we can say, don't dump them out." – Sam

"Pick up toys when you are finished." – Laura

"Put them away." – Evan

"Build then put away." – Nicole

"If you build it, clean it up." – Swati

"When you play in the kitchen, put it away." – Lola

"When someone wants to play, share it with them." – Laura

"We can all work together when it's all over the floor." – Felix

"You can clean up together when it's all dumped out." – Russell

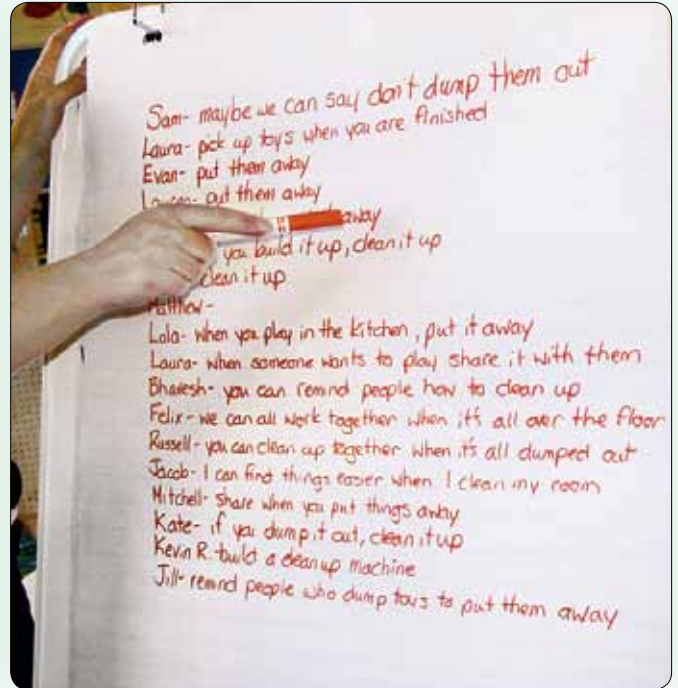
"I can find things easier when I clean up my room." – Jacob

"Share when you put things away." – Mitchell

"If you dump it out, clean it up." – Kate

"Build a clean up machine." – Kevin

"Remind people who dump toys to put them away." – Jill



For Reflection

How do educators listen to children, including those who are non-verbal?

Think about facial expressions, movements, and tone of utterances as part of listening.

In what ways are families and the local community involved in decisions regarding the programs, procedures, and policies? Think about community cultural practices, local livelihoods and history.

How are beliefs and practices re-examined in response to differing perspectives? Think about colleagues, local customs, families, and popular culture.

How are children engaged in decision making in matters that concern them, such as the establishment of rules, rituals, routines, and processes? Think about the day-to-day opportunities for children to "have a say" in such things as eating, napping, and sharing.



Practice Fairness and Social Justice

WHAT'S INVOLVED IN LEARNING

- Voicing and negotiating their understandings of fairness and unfairness
- Identifying issues and becoming socially active in their local communities



[S]ocial justice means that all children and families have the right to expect mutual respect, fair treatment, equal access to resources and experiences, and a willingness to learn about others' perspectives.

~ Karen Cachevki Williams & Margaret H. Cooney (2006, 75)

WHAT CHILDREN CALL 'FAIRNESS' AND 'UNFAIRNESS,'

we adults know as issues of justice and injustice. One of the finest hopes we can have for our children is to give them a just world – a world that recognizes all people for the unique, fully human beings they are; a world where every child has equal access to the opportunities to become all he or she can be.

~ Louise Derman-Sparks and Julie Olsen Edwards (2010, 30)

Nurturing a sense of fairness in children

We often struggle with the concept of fairness. Fairness is about equity, and for some equity means all being treated the same. However, we know that treating every child in the same way is not equitable. All children have different needs, and treating them all the same actually ignores the needs of many. ~ Margaret Sims (2009, 16)

Invite local residents from a wide range of backgrounds – including families and staff – to talk about how and why they became involved in an issue



Organize and participate in toy and clothing exchanges at your center to encourage children to share and use resources wisely, rather than always consuming more. You might want to participate in community efforts such as food and clothing drives. It is best to undertake such projects as a long-term relationship with an organization or group of people so that they are not simply a one-time charitable act that might [unintentionally] enhance rather than challenge a sense of superiority and entitlement.

~ Louise Derman-Sparks and Patricia Ramsey (2005, 26)

so that children can see activists as real people. Be sure the message is not about 'rescuing' others but rather about how people working together as allies have the power to make things better.

~ Louise Derman-Sparks and Patricia Ramsey (2005, 27)

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Becoming socially active within Early Childhood Care and Education New Brunswick (ECCENB), your professional organization, means:

- Gaining a sense of belonging or ownership
- Having a place to share your knowledge and creativity
- Contributing to shaping, guiding and adopting the values, standards, and code of conduct of your profession
- Creating new relationships within and outside the group
- Learning about committee processes and understanding your roles and responsibilities
- Drawing from your own and the collective skills and interests of other members to provide for the well-being of early childhood educators

The main goal is to create a movement that will help educators better define themselves within a group of professionals and commit to a collective effort for the continuing progress of our evolving profession.

~ Marjolaine St. Pierre Executive Director ECCENB



THE NEW BRUNSWICK CHILD CARE COALITION PROMOTES HIGH QUALITY, UNIVERSALLY ACCESSIBLE, NON-PROFIT, PUBLICLY FUNDED CHILD CARE, WITH TRAINED AND WELL-REMUNERATED STAFF, FOR ALL NEW BRUNSWICK CHILDREN WHO WANT OR NEED IT. BECOME A MEMBER AND FIND OUT MORE AT: [HTTP://WWW.NBCCGSGNB.CA/ABOUT-E.ASP](http://www.nbcccgsgnb.ca/about-e.asp)



Changing the Discussion about the Purpose of Early Education

Social justice teaching relocates the meaning of early childhood education [away] from school readiness... Social justice reframes our work as educators from a too-heavy focus on academic skills... and offers, instead, an emphasis on thoughtful observation, reflection, and planning on behalf of children's learning. ~ Ann Pelo (2009)



The act of taking responsibility teaches children values and how to help in their communities. At our centre we do food drives, toy drives, mitten trees – the children are involved in these activities and we talk about why we do what we do. We involve the children so that they want to learn and help out more!

~ Sara Dealy Riverview Stepping Stones Wee College

Wee College's Community Outreach:

- Sue Shultz Turkey Drive
- Albert County Food Bank
- Pancake Breakfast Fundraiser
- Christmas Mitten Tree
- Clothing Drive for Harvest House
- Toy Drive
- Annual Run for the Cure
- Wee Care Playschool
- Pocket Change Drive
- "You Won't Miss It" Collection

BOOKS TO READ TOGETHER

Farmer Duck, by Martine Waddell and Helen Oxenbury

City Green, by DyAnne DiSalvo-Ryan

iSi, Se Puede!: Janitor Strike in L.A., by Diana Cohn

Music, Music for Everyone, by Vera B. Williams

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Practice Fairness and Social Justice

A Reciprocal Relationship

Jennifer Curtis is the director of Li'l Critters Early Learning and Child Care in Doaktown. This new centre opened just six months ago. Community support is a "give and take" situation explains Jennifer.

Before opening your centre, what did you do to open up a relationship in this community?

I visited the town several times talking with school personnel and local businesses before I made a commitment and rented a facility.

Once you had a place, what next?

I made a commitment to hire locally. Even though I live a good bit away, I do all of the daycare banking in the town and I shop locally for everything I can possibly get here. That's what I mean by giving back. Families support my childcare facility and I return that support by contributing to the economy of this town.

How has this relationship with the community developed?

The educators I have hired are invaluable resources. They know about people such as Steven, who is blind and comes to read to the children and Tammy Faye, who is in a wheelchair and comes to visit the centre. She has donated all her favorite childhood books and tapes to the children. We, in turn, are helping with the purchase of wheelchairs.

If we hope to have families use our facility we need to know and contribute to the community, to act in support of others in the neighborhood around us. It's about living together responsibly and responsively.



This is a problem. My sister took my toy. I solved it by asking my sister may I please have it back.
by Rose

How does developing community relationships lead to practicing fairness and social justice?

Once children know someone as a friend it is more likely that they will stand up for them, or act on their behalf. Also I feel if children have a sense of pride for their community and the people in it, they would tend to stand up for them as well, and become more active in their community.

I myself grew up proud to live in the community I live in now. I was outraged when I saw that someone had spray painted not so great words in a public space. My 12-year-old son who was raised to love where he lives wondered why someone would want to do that. A couple of days later, he was relieved to see that someone had painted over the words.

On a slightly different note, but still much to do with Democratic Practices, we're curious about the idea of fairness. How does learning to be fair look in your centre?

Sometimes a child will play with a particular toy and exclude the other children. In fact, we had an incident this morning involving the Polly Pockets. I look at these moments as learning opportunities. I sat with the children involved and helped them to take turns explaining what they wanted and how they were feeling and ensuring that each child listened as the others spoke. I posed this as a problem and asked "How can we solve this in a fair way?"

~ Jennifer Curtis Li'l Critters Early Learning and Child Care



Other possibilities:

I Made New Friends!

While at a NB Curriculum Framework meeting, Michelle and I were talking with Donna, the director of Turning Points Daycare. Donna talked about how they were saving Canadian Tire money. Michelle thought what a great opportunity to teach the children about community.

The next morning we sat with the children and talked about community and what that meant. We decided to do a two-week fundraiser to collect as much Canadian Tire money as possible. We made a poster and put a jar out for all to see.

When the two weeks were done, we loaded up the bus to deliver our surprise! When we arrived Donna greeted us at the door: "Hello everyone! What do you have there?" "We brought you money, Canadian Tire," said Sam. Donna gave us a tour of the daycare. We saw all the babies. There are no infants at our centre. We made new friends!



What next? While we were at Turning Points the children were very interested in staying and playing with the infants and toddlers especially. We decided to arrange a play date with the children from Turning Points. Next time, only at our centre!

~ Jennifer Laxton and Michelle LeBlanc

Little Treasures Child Care



Me, Mom, and Dad on a boat
by David

For Reflection

Does the setting ensure equitable access to materials and social worlds for children? Think about race, class, gender, age, and family background. Do educators challenge behaviours that exclude or discriminate?

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Develop a Sense of Wonder and Appreciation for the Natural World

WHAT'S INVOLVED IN LEARNING

- Bringing all their senses to exploring nature – plants, animals, people, landscapes, weather and habitat
- Taking pleasure in natural beauty
- Connecting to and respecting the natural world



Smell
Touch
Taste
Look
Listen

Wonder happens when a child rolls a log over and finds a colony of tiny creatures, observes birds coming to feast at the bird feeder he has made,

Walk alongside a stream... Stalk through the woods... Roll down a hill... Run through a meadow...

or watches pigeons nest under the building's eaves.



We need Water for the Plants,
We need Sun for the Plants,
And we need Love for the Plants!
by Jibril

Clamber over rocks... Edge along the seashore... Revisit spaces and places



A sense of wonder cannot be taught, but children develop it through discovery and positive experiences with nature and outdoors.

– Priscilla P. Woyke (2004, 84)



Plants that grow quickly: Radishes, lettuce, spinach, chives.

Plants that grow tall: corn, vines, beans, Sunflowers.

Plants that grow fun: Pumpkins, gourds, aloe vera.

Plants that are in books: Jack and the Beanstalk, Peter Rabbit and Camomile Tea, Harold and the Carrot Seed, Tale of the Turnip.

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As part of our outdoor time we all ventured for a walk down the street. As the children develop a sense of appreciation for the natural world they draw their favourite thing we saw.

I'm doing a river.
I liked the birdie.
I liked going to the river.



I'm making a road.



Riddles & Rhymes Inc.



If a child is to keep alive his inborn sense of wonder, he needs the companionship of at least one adult who can share it, rediscovering with him the joy, excitement, and mystery of the world we live in.

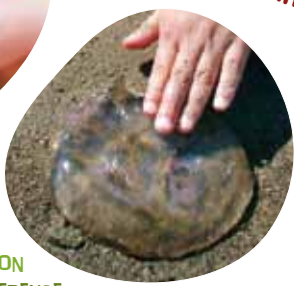
- Rachel Carson (1965) 1998, 54-55).



As educators who care for and teach infants, we realize the value of bringing nature into the classroom and the youngest children in touch with nature. Children observe, listen, feel, taste, and take apart while exploring everything in their environment

-Jolie D. McHenry and Kathy J. Buerk (2008, 1)

Overcome the Yuck Factor • Embrace curiosity • Model wonder • Overcome fear • Withhold disgust • Respect life



AS YOUNG CHILDREN DISCOVER THE WONDERS OF NATURE THROUGH DIRECT HANDS-ON EXPERIENCES, THEY DEVELOP A REVERENCE FOR LIFE THAT CANNOT BE FOSTERED AS PROFOUNDLY IN ANY OTHER WAY. READING ABOUT INSECTS IN BOOKS OR WATCHING NATURE VIDEOS IS NEVER AS COMPELLING AS SEEING A REAL BUTTERFLY EMERGE FROM ITS CHRYSALIS OR TASTING THE FIRST TOMATO TO RIPEN ON A PLANT YOU'VE WATERED YOURSELF.

-Nancy Rosenow (2008, 1)

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Develop a Sense of Wonder and Appreciation for the Natural World



completely knowledgeable about everything already and also to take the role of investigator and researcher to extend their own learning.

How do you encourage educators to share in the pleasures of the children's discoveries?

Being engaged with the children enables educators to be right there to share. We have worked hard to become comfortable with things we may have felt a little uneasy about before. For example, I am not fond of snakes but I could not let my personal feelings get in the way of the joy I saw expressed by a young boy who came to my office door to show me what he had in his ice cream container — a snake! I drew the line at holding it, but we talked and shared the excitement of his discovery.

How did you locate natural and wild spaces in the vicinity to explore, revisit, and discuss?

For years we would take children for walks around the community, but always for the sake of the physical exercise. Then I started to ask questions: Why is a walk just a walk? Why aren't we exploring the environment?

The educators' approach to walks has changed. There were some reservations at first — hesitation about being in the deep grass or questions concerning what to do if the children wanted to climb a tree, but as we talked more, the educators became more comfortable. I started to hear, "When I was little we used to play outback in these woods..." and "We walked along this path..." The educators started to experience today just as they did their yesterdays.



Together with the children and educators, Linda Gould, director of the Chatham Day Care Centers, understands the importance of developing and sharing her own sense of wonder and appreciation for the natural world.

How is sensory exploration affirmed and encouraged at your centres?

Children are encouraged to bring in natural elements for exploration such as insects and other crawly creatures, leaves, twigs, driftwood, fungi, plants, and cones. The educators recognize and celebrate these contributions and ensure that children have access to these items for continued investigation. Educators also add natural elements to the environment such as baskets of cones, plants, branches suspended from the ceiling, wooden baskets to hold materials, and wooden equipment and furniture to support a respect for nature. In the out-of-doors having children plant and tend flowers, vegetables, and shrubs affirms the importance of nature.

How do you ensure that children have contact with adults who value and are curious about nature?

As a team we discuss together the importance of being in nature and we have in-house training to support these discussions. My love of the outdoors makes it easier for me to encourage educators to find ways to include the children in nature. I encourage the educators to go beyond the playground. I bring items from nature inside and encourage the educators to explore and ask questions about these materials even before the children do. This helps them realize that it is okay not to be



How do you work with the idea of respectful behaviour toward the natural environment?

We live what we want to see. It is as simple as that. When the educators are taking the children on a walk through the woods and they notice garbage, they stop and talk about the importance of respecting nature. Then together with the children they clean up the path.



Other possibilities:



We have some great outdoor spaces. In one area we have the typical playground equipment and in the other we have a nature habitat. The educators are also encouraged to get outside the fence - to explore nature in a variety of places around the centre, in the woods and while out on walks.



They now walk to see what they can find. They bring bags and containers for collections and the walks have taken on a more relaxed feeling with the idea of exploring the area around the centre.

~ Linda Gould Chatham Daycare Centers

For Reflection

How will you model a sense of wonder for nature and wild places? Think about places in your locality where children can explore the natural world, and your own level of comfort and discomfort with various aspects of the natural world.

Who could you invite from the community to help children develop a sense of wonder and appreciation for the natural world? Think about gardeners, biologists, conservationists, artists, farmers...

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Learn to Recognize and Record Patterns and Relationships in Nature

WHAT'S INVOLVED IN LEARNING

- Noticing regularity, repetition and changes in nature
- Learning to systematically observe, name, and record natural phenomena
- Raising questions about changes, connections, and causes, and undertaking first-hand investigations



Modelling the use of "I wonder...?", "What if...?", and "How can we find out?" introduces children to the basis of scientific inquiry.

~ Sherrie Bosse, Gera Jacobs, and Tara-Lynn Anderson (2009, 12)



Gardening is fertile ground for predicting, comparing, and observing the characteristics of living things; the experiences may prompt long-term studies of growing cycles, food chains, of habitats. Gardens, shrubs, and trees attract birds, butterflies, and insects that lead children to ask questions about the natural world.

~ Sherrie Bosse, Gera Jacobs, and Tara-Lynn Anderson (2009, 11)



~ Cindy Thurston and Nanette O'Neill
First Steps Wee College Inc.

- Visit the same outdoor places at different times of the year.
- Create seasonal displays inside your centre.
- Encourage children to record what they observe.
- Plan investigations to find out answers to questions children raise.
- Solicit and respect children's explanations of the way things work.

CHARLENE AND PAT WROTE AN INFORMATION BOOK ABOUT THE FISH AT THEIR CENTRE. CREATING BOOKS ALLOWS FOR REVISITING, LEARNING – ALSO DOCUMENTS CLOSE OBSERVATION.

~ Charlene Barry and Pat Lloyd
Princess Daycare



BOOKS ABOUT SHADOWS TO READ TOGETHER

My Shadow, by Robert Louis and Ted Rand

Shadows and Reflections, by Tana Hoban

I Have a Friend, by Keiko Narahasi

Me and My Shadow, by Arthur Dorros

What Makes a Shadow, by Clyde Robert Bulla and Adrienne Adams

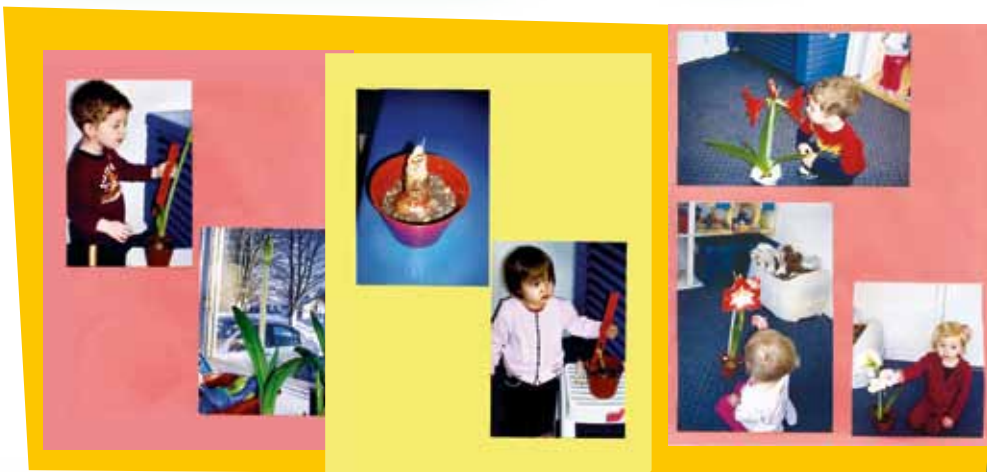
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Science is what young children do. More than just watch, they engage. They are exhilarated by small observations. They experiment and discover.

~ Lauren Foster Shaffer, Ellen Hall, and Mary Lynch (2009, 19)



Time is an abstract concept and a difficult one for young children to grasp. Plants offer many opportunities to explore time in relation to growth, seasons, and daily response to sunlight.

~ Royal Botanic Gardens (2007, 1)

Encouraging children's participation, Jane wrote a book called "Look What Grows in Our Window" that documented the growth and life cycle of an Amaryllis. Here are a few pages.

~ Jane Eaton Janes's Place Day Care & Early Learning Centre



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Learn to Recognize and Record Patterns and Relationships in Nature

Projects that Evolve

Jill Bateman, an educator with UNB Children's Centre, plans projects that unfold over time and also encourages children to record the changes they see.

In order to help children to recognize and record patterns in nature you need to plan projects that evolve over time. What are some specific projects you have done that lend themselves to this kind of investigation?

Here are a few of the projects we've undertaken over the last few years:

- Raising butterflies from caterpillars
- Keeping and breeding walking stick insects
- Gardening outside and inside
- Hatching a praying mantis egg case
- Hatching duck eggs
- Composting

How about those spontaneous moments of discovery? Do you have any examples of turning such surprises into projects and sustained investigations?

We have great chances to observe vegetable decay. This year a Halloween pumpkin was left out all winter on the picnic table. As the pumpkin thawed we could see what changes happened to it since October. Another year at Easter we "discovered" a forgotten Halloween pumpkin in our classroom, over a heater. It was not a pretty sight but upon opening it we discovered that some seeds not only had rooted but were showing green shoots! We planted them and they later produced pumpkins in our garden.

How do you make use of neighbourhood resources, community members' contributions, and the interests of the children as you plan and engage in these projects?

For one example, I engaged the community by requesting a composter from the local compost group. We collect the scraps from our snack



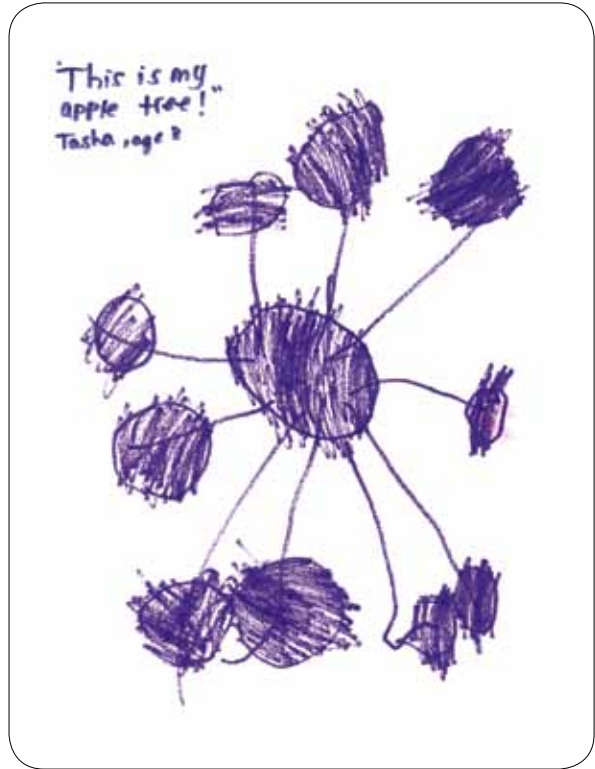
preparation and the children take turns to take it out to the composter. I usually chat about how the food will break down with the help of worms into special food for our plants in the garden as we take it out. They often want to look in the composter to see what is happening and we talk informally about any changes we see. This is an abstract concept so last year it was exciting to open the bottom of the composter and notice that the food had broken down to compost. We were able to spread it around the garden and talk about how it makes good food for the plants. Sometimes the children find worms in the rain and want to put them in the composter. A few children had convinced parents to start composting even before we had successfully made compost.



What are some of the tools the children use to investigate and record what they are seeing, hearing, tasting, smelling, and feeling?

We typically have clipboards and sharpened pencils nearby interesting displays. We encourage the children to draw or dictate to us what they notice. For representing fresh flowers we have used watercolour paints, pastels, and markers to help children record. We also use these things in the garden when the weather is warm. I have also let children record what they notice with a camera. Most of the oral observations are done in informal groups with small groups of children. We share observations at group times or sometimes I draw attention to flowering plants or changes in bugs as we gather for snack or other together times. Sometimes I will put the watering can out on the sign-in table with a sign asking who would like to water the plants or gather lettuce for the insects.

~ Jill Bateman UNB Children's Centre



Other possibilities:

With a video camera, Karen Clark documents children's observations of the natural world. Here's a small part of Avery's description of pine trees: "This pine needle is really sharp, but they might open up like dandelions can. But we're not talking about dandelions. So these pine needles are long and big and prickly. These pines are really sharp. And I can teach you more and more."

~ Avery Clark's Early Learning Program

For Reflection

How do you support children's investigations of the natural world? Think about experiences, information books, and videos that cultivate children's curiosity and tools that enable them to collect and record information.

What role models do your children have for systematic investigation of the natural world? Think about experts in your community — biological, earth, and environmental scientists — and multi-media materials.

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Develop a Sense of Appreciation for Human Creativity and Innovation

WHAT'S INVOLVED IN LEARNING

- Bringing all their senses to exploring the constructed world
- Learning to appreciate beauty, creativity and innovation in art, architecture, and technologies
- Exploring the mechanical advantage of tools and machinery
- Designing and evaluating technological solutions



"The alligator is sick. It sings weird. That means it's broke."

~ Clark's Early Learning Program

Remove the screws, change the batteries, stuff the battery box back in, and then it's as good as new!

Affirm and encourage sensory explorations
Share in the pleasure of discovery.
Focus attention on the minute details.
Talk about sensations and discoveries in the moment.

"I'M PAINTING AN EXCAVATOR. MY DAD DRIVES ONE."
~ DEVIN



Practicing an appreciation for human creativity:

- My husband is a mechanic. The children see the things he builds and the machines that he fixes. Dyke diggers, combines, boom trucks, and farm tractors all come for repairs. The children have learned the names of the different vehicles.
- A child's grandfather is a carpenter and built a cottage in the shape of a lighthouse. We love going for walks to explore it.
- The children are fascinated with keys and locks. They closely observe the keys to notice subtle differences.

~ Rhonda Trenholm Silver Lake Day Care



**is there an art gallery or museum in your neighborhood?
Explore the outside of the building as well as the wonders indoors.**

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High-quality, easy-to-use tools will help children explore the plants and animals around them. It is better to have four good hand [magnifying] lenses that young children can easily see through and carry, than six bad ones that are scratched or too small. Good tools also help children become independent learners. For example, children can use sprayers to independently water plants, and sturdy, lightweight clipboards to regularly document their observations.

~ Ingrid Chalufour and Karen Worth (2003, 17)



Doors
Doors are helpful.
Doors are beautiful.
Doors have handles on them.

Doors can have things hung on them.
Doors are nice.
Doors are helpful.

Marie, Kate and Regan

BOOKS TO READ TOGETHER

Iggy Peck, Architect,
by Andrea Beaty and David Roberts

Spoon,
by Amy Krouse and Scott Magoon

Machines Go to Work,
by William Low



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Develop a Sense of Appreciation for Human Creativity and Innovation

Jennifer Arsenault is director of the Kids Choice Centres and the Saint John Early Childhood Centre. She and her educators, Brittany Loatman and Leah McLeod, provide a variety of experiences for their children to explore, discuss, and represent the constructed world. The following interview is about their exploration of buildings in the community, especially places where people live.

How did you begin this project?

We decided to gather some photos and see what the children had to say about different buildings in the community. We displayed the photos and asked many questions. We held many conversations about the photos and were able to reflect on some of the answers.



What is this building?
Kids Choice, the brick daycare.

Tell me about the building.
It's big - a big yard. It's made of bricks.



What is this? A barn.
What is it used for? Tools. Horses.
How do you think it was made?
With wood from the farm. With nails and paint.



What do we know about this house?
It has two triangles at the top.
Big windows. Stairs.

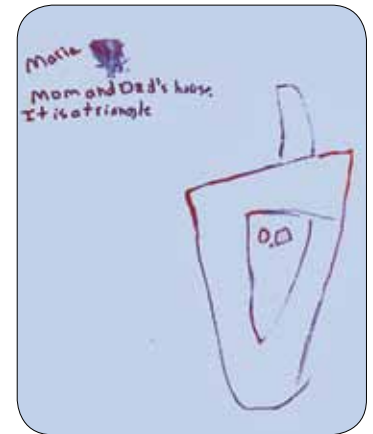
Why do you think it's green?
Because it's Ninja Turtles.
That's the workers' favourite colour.

What do we know about this house?
It has three windows and a small door.
A chimney. Big trees.



Why do houses have chimneys?
For Santa to go down.
For fire.

What is a chimney made of?
Sand, bricks, blocks,
red paint, brown paint.



How did you extend their ideas?

We then asked questions about their own homes and other buildings they knew. We offered the children many materials to represent what they were describing. For example, many children constructed houses and buildings with blocks and/or represented their houses with paints and markers. Also, as you'll read below, we documented their words.

~ Jennifer Arsenault Kids Choice Centres and Saint John Early Childhood Centre



My house is a triangle. Me, Kyrrah, and my mom and dad have lots of room. I have a nice kitchen.

~ Brogan



My house has two windows and a triangle roof.

Can you tell me about your home?

Ryan: I have a two-piece house. It's painted on the inside and outside. I have cupboards and a big backyard. I don't have a fireplace, just the turn heat.

Emma: I have a great house. I love my mom.

Erik: My house is red, big and tall. There is a white house next door

Marlee: My house is a rectangle and my room is like a princess room.

Other possibilities:



We have been talking about water and waterfalls lately. To encourage our investigation I brought in some eaves trough to explore. Julien decided that they could be used to make a really neat waterfall. First, Julien made a drawing of what his waterfall should look like. Next he went on a search for other materials he could use. Julien found some rocks, a piece of a log, a bucket, some grass, and the eaves trough. He placed all of his materials carefully as he constructed his waterfall. There was only one way to find out how the waterfall worked... water. Once the fundamentals were established, Julien went to work on a more permanent flow of water. Julien then shared his success with friends. ~ Linda Gould Chatham Day Care Center Inc.

For Reflection

How do you encourage children to think about goodness of fit? Think about helping them to choose the best material for the job from a selection of materials: discuss the advantages of using one tool, material, or object, or of taking one approach over another.



People by Paige

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Learn About Natural Resource Development and Manufacturing

WHAT'S INVOLVED IN LEARNING

- Making connections between raw materials and finished products
- Developing an appreciation for the work of others
- Learning that different approaches to resource development and production have different impacts



Revisit Local Places and Spaces

- | | |
|--------------------|------------------|
| ☀ Farms & Orchards | ☀ Public gardens |
| ☀ Woodlots | ☀ Nurseries |
| ☀ Recycling depots | ☀ Fish plants |
| ☀ Chicken farms | ☀ Saw mills |
| ☀ Farmer's markets | ☀ Dairies |

Who do you meet on your walks?
Get to know the workers in your communities.



Here are some questions Chastity LeBlanc's Preschool Class posed on their Maple Syrup planning web:

- ☀ Why are trees important?
- ☀ Where does maple syrup come from?
- ☀ What does a maple tree look like?
- ☀ What does a maple leaf look like?
- ☀ Where else might we see a maple leaf?
- ☀ What can we do with maple syrup?
- ☀ What else do we get from trees?

~ Chastity LeBlanc, Anne McGilligan, Cynthia Lamont, Sarah DeMerchant, and Tammy Basque
Crafty Corner Childcare Centre



BOOKS TO READ TOGETHER

Growing Vegetable Soup,
by Lois Ehlert

Charlie Needs a Cloak,
by Tomie dePaola



As children document and dramatize, they observe more closely and gain a deeper understanding of how things might work.

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UNDERSTANDING PROCESS:
Milk: From Cow to Cup
Wool: From Sheep to Sweater
Wood: From Tree to Paper

Appreciating the work of Community Members

~ Janet Calwell Passamaquoddy Children's Centre Inc.

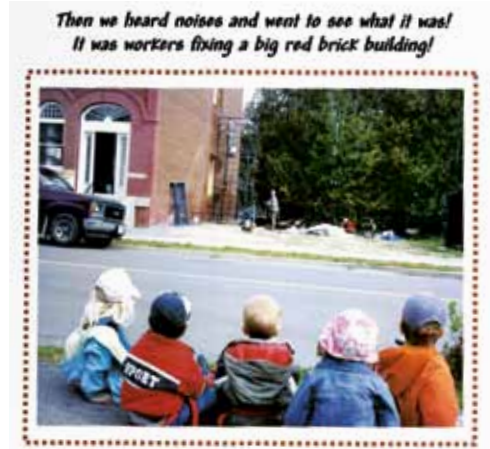
Friends at the Spotted Toad Daycare pick grapes from their backyard.

What will they make with their fruit?



QUESTIONS WORTH ASKING:

- What is it made of?
- Is anything else made of the same material?
- Why does it look like that?
- How was it made?
- Can I make one like it?
- What do I need?
- What can you see?



Then we heard noises and went to see what it was! It was workers fixing a big red brick building!
 We watched Bob and the other men for a while then went walking back to the day care. On the way we saw another man working high on a ladder. We stopped to watch him for a while.



~ Diane Rich et al. (2005)



Scarlett, Tatyanna, and Lauralee went in the backyard to pick grapes. We placed the grapes in the juicer. After sterilization we had juice to drink at snack time.

~ Rosalie Horn Rainbows and Stars Daycare

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Learn About Natural Resource Development and Manufacturing

Making Apple Cider



Mr. Hamilton, a community farmer, welcomes the children from UNB Children's Centre to his orchard and actively engages them in the processes of making apple cider.

What does learning about manufacturing processes look like for young children? Where do you begin?

Not only are the children developing appreciation for the work of others in the community, the orchard visit involves them in each stage of the manufacturing process. How can observant adults support children's participation in each step?



After the raw materials - in this case the apples have been collected - what's next?

One of the learning aspects in this section is that children make connections between raw materials and finished products. What does the finished product look like?



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Other possibilities:

Questions on our project web:
How do we make maple syrup?
What foods do we use syrup with?
How do we tap trees for syrup?

Maple Syrup: A Celebration of Spring

Upon seeing the keen interest of the children as Jessica described her family's annual sapping expeditions, I undertook a search for a sugar bush as an outing for the children. After realizing we had no sugar bush in the area, we discovered a sugar maple growing on the daycare centre's property. The children became very excited and eager to watch as Nigel bored a hole in the tree and hung a pail on the hook. Children tasted the sap and their comments included "it looks like water" and "it tastes kind of sweet".

The children participated each day in the sap collecting and discussions ensued about "good" sap days and "bad" sap days. If the sun was shining the children learned to predict that the sap pail would be full or if it were a cloudy, cold day the sap would not be running. Our tree tapping project lasted two weeks after which we decided it was time to try our maple syrup and celebrate spring.

Our celebration day began with making waffles. Then, as the newly collected sap boiled, the children enjoyed a lunch of waffles and maple syrup outside at a picnic table. What a great way to welcome spring!

~Carolyn Drake Tree House Day Care

For Reflection

How do children have opportunities for first-hand learning about natural resource development? Think about local crafts, fishing, hunting, farming, forestry, mining, tourism, and manufacturing industries.

How can you help children understand different approaches to resource development? Think about how natural resources were developed locally in the past, and how they are developed in other locations.

Think about inviting grandparents, elderly people, historians, archivists, and people who practice sustainable techniques to show and tell the children about them.



A flint for making different things
by A.J.

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Learn Environmentally and Socially Responsible Practices

WHAT'S INVOLVED IN LEARNING

- Reducing consumption
- Reusing and recycling
- Participating in the care of plants and domestic animals, and stewardship of local plant, insect, and animal life
- Participating in local restoration and regeneration projects



INSIDE GARDENS

- PLANT SEEDS FROM FRUIT SNACKS
- SPROUT POTATOES
- GROW AROMATIC HERBS
 - ROOT CUTTINGS FROM OTHER PLANTS
 - GERMINATE SEEDS TO TRANSFER OUTDOORS



Harvesting food



Cleaning Community



Finding friends



Caring for Creatures



Welcoming visitors

YOUNG CONSERVATIONISTS CAN:

- 🐝 Turn off lights and taps
- 🐝 Collect rain and run-off water
- 🐝 Recycle paper and plastic
- 🐝 Compost vegetable waste
- 🐝 Find new homes for outgrown clothes and toys

Create Habitats for Animals...

- Butterfly Gardens
- Rock Gardens
- Flower Gardens
- Ant Farms
- Worm Farms
- Bird Feeders
- Nesting Boxes...



BOOKS TO READ TOGETHER

Something from Nothing, by Phoebe Gilman

Stuff, by Steven Kroll and Steve Cox

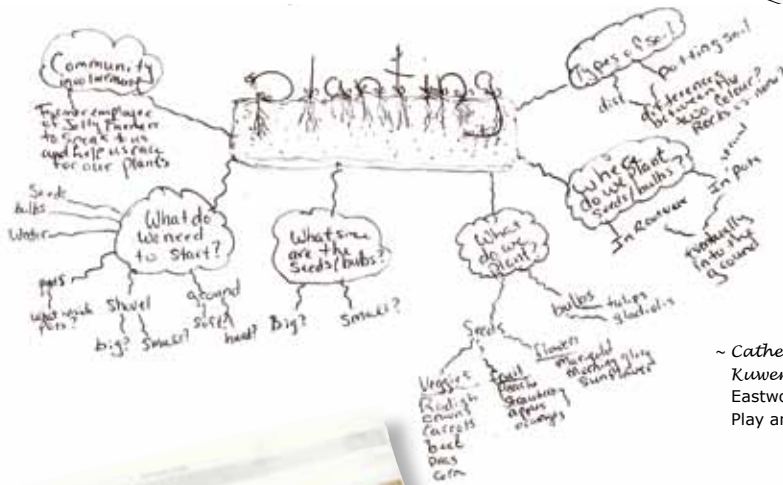
Wonderful Worms, by Linda Glaser and Loretta Krupinski

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Documenting what they've seen and representing their ideas will help children to reflect on their experiences and deepen their understanding. A rich array of art materials will provide opportunities for two- and three-dimensional representation.

~ Ingrid Chaloufour and Karen Worth (2003, 18)



~ Catherine Kuwerty
Eastwood
Play and Learn



~ Karen Johnson, Rachel Summerville, and Elizabeth Wall
Precious Little Ones Daycare
(The Valley Viewer, Kenebecasis Valley, April 16, 2010)

What recycling policies does your centre have? Think about paper, plastic, diapers, kitchen scraps, electricity consumption, and water use.

PROMOTE LOCAL EATING

- GROW A GARDEN WITH FOOD TO SHARE WITH FAMILIES
- START VEGETABLE SEEDLINGS FOR CHILDREN TO TAKE HOME
- USE LOCAL PRODUCE FOR SNACKS AND LUNCH MEALS
- TOGETHER WITH CHILDREN RESEARCH WHERE YOUR FOOD COMES FROM
- TRY THE 100KM CHALLENGE



Someone's discarded garbage can become our recycled and reused materials masterpiece.

~ Keltie Foster and the children of the West-Side Co-Op Preschool



**CATCH AND RELEASE
ROCKS
INSECTS
TADPOLES
POND WATER
SOIL SAMPLES**



Try making patterns by pressing plant shapes such as pinecones or gum nuts onto clay or damp sand. Rather than pasting or gluing them, keep them for further investigation.

~ Royal Botanic Gardens (2007, 14)



For Our Playground Instead of plastic playthings, Tammy O'Neill used found wood to make benches, recycled barn boards to make a covered bridge, and discarded tree stumps to make tables. ~ Chatham Day Care Center Inc.

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Learn Environmentally and Socially Responsible Practices

Growing Up Green



Educators, families, and children at Nackawic Child Care have adopted a Growing up Green philosophy and practice. Centre director, Susan Carson, and parent, Andrea Hall, share some of their green initiatives.

What difference can one daycare make?

We have adopted a GREEN attitude here at our daycare. Our ambition of hosting a number of environmentally responsible initiatives has been well received by our families, particularly the children who learn so quickly and are so very curious about their world.

The Growing Up Green philosophy is in direct line with the Curriculum Framework. We are very excited about this journey we have begun for the best interests of our children

How did you get started?

In October 2007, we began a concentrated recycling effort - we collected paper and plastic as well as containers for refund. Our goal was to teach the children valuable recycling information and for them to fund raise enough to purchase their own composter.

In the spring we purchased the composter with the money we had raised from our refundables and on Earth Day we put it together and started composting at the daycare. Since then we have purchased a second composter. Both are quite full and we will have lots of rich soil for our flower and vegetable gardens this year.

Did any centre policies change as a result?

After attending a "green-cleaning" workshop, we decided to switch over to Green Seal Certified tissue and towel products in our

daycare centre. We also used Green Seal Certified cleaning products. Some of our parents have even purchased these products through us in order to carry over the eco-friendly cleaning into their homes. We also have a No Idling policy for vehicles dropping off or picking up children from the centre.

How did you involve the community?

In May, Nackawic Child Care sponsored a presentation on Climate Change. This was conducted by Sonya Hull, a volunteer presenter for The Climate Project - Canada (www.climateprojectcanada.org). This event marked the beginning of our Growing Up Green philosophy, not just composting and recycling, but teaching our children to respect the environment - how to reduce their carbon footprint and protect our planet.

Each year in July, Nackawic celebrates Community Days and this year's theme was "You don't have to be a SuperHero to Save the Earth!" Our families turned out in great numbers, dressed as "green superheroes" - we even won 1st place for Largest Group in the parade!

What other community collaborations have developed?

In the fall we were asked to participate in the Healthy Daycare Program with the NB Lung Association. Many of the recommendations made by the program had already been adopted by our daycare such as a No Idling policy. However, some of the energy saving recommendations have been implemented and we plan on more this coming year such as some energy efficient upgrades.



The children have also started planting some perennials (cuttings donated from parents and grandparents) in front of the centre using spades and child-sized work gloves.

Our most recent initiative is the application for Evergreen Funding. This funding provides financial support to publicly-funded Canadian schools and not-for-profit daycare centres who

want to undertake greening and food garden projects. Of course, our goals include both of these. We plan to bring more nature into our daycare outdoor environment, and teach the children about the importance of trees and plants and about their role in fighting against climate change.

~ Susan Carson and Andrea Hall
Nackawic Child Care Inc.

Other possibilities:

Planting Trees

Today I brought in some trees, soil, and pots for the toddlers to plant their very own trees. Some of you said, "The trees are so small." While others said, "They are going to grow big." Each of you took a pot and scooped the soil into it. You all put your fingers into the pot to make a hole for the

tree to root in and then you all added more soil. We discussed how big the trees would grow and that we would have to transplant them once they get too big for our pots. Each of you picked a name for the tree. I wrote the chosen names on tags and you attached it to your pot.



~ Karen Richardson
Just Kids Day Care Center Inc.



Investigating Recycling

The children recorded recycling practices in their building. Their educators invited local recyclers to visit. The children built their own recycling truck and put it to good use.



EXPLORE YOUR PILE

- What creatures can you find on your compost creature search?
- Look for ants, centipedes, crickets, beetles, worms, etc.

FOR MORE INFORMATION

Visit the New Brunswick Solid Waste Association website:
www.recyclenb.ca/composting

For Reflection

How do you address children's questions about environmental degradation, pollution, and endangered species? Think about involving local experts such as scientists and environmentalists, and using picture books and multi-media resources.

How can you include diverse viewpoints about sustainable futures? Think about how your own beliefs are affected by your particular local and cultural beliefs.

How do you involve children in the care of animal and plant life? Think about daily responsibilities, such as watering houseplants, tending gardens, and feeding domestic animals, and community projects, such as habitat restoration for birds and butterflies.



NEW BRUNSWICK CURRICULUM FRAMEWORK FOR
EARLY LEARNING AND CHILD CARE - ENGLISH -



WELL-BEING



EMOTIONAL HEALTH AND POSITIVE IDENTITIES

- sense of self
- sense of other



BELONGING

- sense of place
- respectful and responsive relationships



PHYSICAL HEALTH

- personal care
- food and nutrition
- body and movement



COMMUNICATION AND LITERACIES



COMMUNICATIVE PRACTICES

- form relationships
- learn conventions of languages
- extend ideas and take actions



MULTIMODAL LITERACIES

- use a variety of sign systems
- engage in multimodal meaning making



LITERATE IDENTITIES WITH/IN COMMUNITIES

- co-construct literate identities
- re-invent popular culture
- use digital technologies



PLAY AND PLAYFULNESS



IMAGINATION AND CREATIVITY

- use flexible and fluid thinking
- invent systems of representation
- explore new possibilities



PLAYFUL EXPLORATION AND PROBLEM SOLVING

- explore the properties of objects
- test their limits
- negotiate joint undertakings
- invent creative approaches to practical problems



DIZZY PLAY

- take pleasure in being on the edge
- take pleasure in sharing the joy of laughter



DIVERSITY AND SOCIAL RESPONSIBILITY



INCLUSIVENESS AND EQUITY

- appreciate distinctiveness
- respect diversity
- act to change inequitable practices



DEMOCRATIC PRACTICES

- act as responsible and responsive citizens
- participate in decisions that affect them
- practice fairness and social justice



SUSTAINABLE FUTURES

- develop a sense of wonder
- recognize patterns in nature
- appreciate creativity and innovation
- learn about natural resources
- practice environmental and social responsibility

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Making Connections

The learning stories on the following pages were submitted by educators who were focusing on Goal 4: Diversity and Social Responsibility. In addition to their words and pictures, we wanted to highlight the interconnectedness of the four broad based learning goals. In practice, these goals are in constant interplay.

As you read through the stories, you'll find reference tags indicating links we've found to other support documents. There are many more possibilities. *What other connections can you find?*



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A Whole New Natural World: Worms to Sachets

~ Trish Ladham Magical Moments Enriched Preschool

Many of us in early childhood have other interests or past careers that we are still passionate about. It is really exciting when an opportunity presents itself where we can bring those worlds together and share those passions with the children in our care. I have a past in the field of aesthetics and I have taken specialty courses in herbology and aromatherapy. When the children showed a real interest in our gardening project I realized this could be an opportunity to introduce them to a whole new natural world.

p.6



Sense of self



Herbal Sachets

We began to bring in useful herbs in their dried form. These were the same herbs that we are growing in our herb garden for future use. The children have opportunities to feel, smell, and make recipes with these natural herbs and essential oils.

They carefully follow recipes:

p.20



Properties of objects

measuring out dried herbs for bath teas, sleep pillows, bath bombs, and drawer sachets. These items will be sold to parents and at our local Farmer's market as a fundraiser for our Nature Park. I am personally very excited about this project as it allows me to share a genuine interest of my own with the children and I believe that I am teaching valuable lessons about practices that can be carried on throughout their lives.



Measuring and mixing the dried herbs



Scooping the mixture into the sachets and sewing it closed



Enjoying the smell of the fresh herb scented sachet!

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Setting Up A Vermi-Compost

In separating worms and creating our own vermin-compost, the children are learning environmentally responsible practices. We will be expanding on this practice by preparing and cutting our food waste in preparation to feed our worms and we will be weighing our daily food waste. This will help to make the children aware of what we waste.



1. Empty the compost bin.



2. Search for the worms.



3. Separate the worms from the compost.



4. In the new worm bin, add shredded paper for bedding.



5. Add water to wet the paper.



6. Add a little soil.



7. Now add some food scraps.



8. Add the worms on top.



9. Ready to start all over!

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Neighbourhood Birds

~ Heather Adams Heather's Community Daycare

Jacob and I were looking out the window and we saw a bird in the tree. I said to Jacob, "I wonder what that bird eats in the winter?" He looked at me and said, "Seeds". I asked, "Where do birds get seeds? He said, "They can't. They are under the snow". This conversation triggered our adventure.



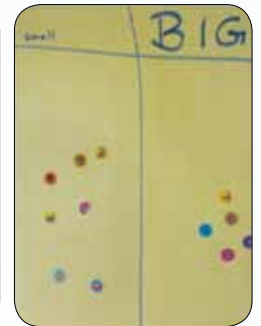
Jacob and I went on a walk and we spotted several birds and one bird feeder.

p.42  **Body and movement**

He asked, "Can I feed the birds? Can we make a bird feeder?" I agreed that we could make bird feeders and put them up in the neighbourhood for the birds.

We began this project by creating a web. We wanted to know all there was to know about the birds.

We created a chart to document how many BIG BIRDS and how many small birds we see during our walks. Jacob has a great memory and doesn't even need to count the stickers he has placed on either side. We will continue to document until the snow is gone. We talked about different types of birds, different types of seeds, and which seeds the birds might prefer.



p.24  **Using sign systems**

Then we collected four milk and juice cartons. Jacob enjoyed making the feeders. He said, "Two from me and two from Corri-Lyn." I let him know how kind that was of him to think of Corri-Lyn who is one year old.

p.12  **Sense of other**

The next step was to put them in the trees for the birds to find. Jacob picked out the four spots in the neighbourhood for the bird feeders.



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Then Jacob and I went to check on the bird feeders each day. Jacob made an amazing discovery. He looked at me and said, "The birds like sunflower seeds." He had noticed that all the feeders were missing their sunflower seeds. So we added more.

On our way back Jacob noticed a broken tree branch. He pointed to it and said, "That is bad. A bird house goes there." I asked him what a bird's house looks like and he let me know it was a nest. It was great to see him make that association with the branch. I joined him in his sorrow.



Each time after our walks, Jacob recorded how many birds he saw and we talked about the different types and their different colours.

Jacob created artwork using birdseed. I put some feathers on the table to prompt him to use them also. Corri-Lyn created art of her own using the same materials with Jacob's help. Sorting according to shape, size, and colour will come next.



p.30



Multimodal meaning making

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Helping Animals Who Need A Home

~ Rosalie Horn Rainbows and Stars Daycare

MAKING CAT TOYS Fleece strips were cut and a bit of catnip added. Tie in a knot and you have a lovely cat toy. The children smelled the catnip. They did not like it!

Tatyanna gave one to Chester and we giggled as he played. Scarlett brought some home to her cats. She told us, "They played crazy!"



p.42



Share the joy of laughter



p.24



Respectful and responsive relationships

Dear Families,

Rainbows and Stars will be encouraging the children to be responsible and responsive members of the community.

The cat, Chester, whom the children have grown to love, was a rescued animal from the SPCA shelter. As a center activity, the children and I would like to address the issue of animals who need a home. We have begun a project to assist the SPCA.

As a family, I encourage you to participate. Please find enclosed a list that the SPCA has compiled of needs and wants. In the next few weeks when our thoughts of Spring Cleaning are upon us, donations of any items would be appreciated.

The children have a list of items that they wish to bring to these animals. They would like old blankets, old towels, old fleece sweatshirts, sweaters, old stuffed toys, even old socks and newspapers. The children will recycle some of these items into new toys for the animals.

Items can be dropped off at the daycare. A piggy bank with pennies or Canadian Tire money is placed at the daycare door. The SPCA has a penny drive in process with their goal almost met. The children may be asking for your pennies.

Sincerely,

Rosalie Horn
Owner/Operator



RAINBOWS AND STARS PENNY DRIVE



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The Church In Our Backyard

~ Leisa Comeau with Stephanie Karasek
Chatham Day Care Center Inc.

Our New Project (October 22)

From our playground the children could often be seen looking over at the big church. Last week we decided to walk up the big stairs to the church and enjoyed the view on top of the landing. The children asked if we could go inside to see the pretty glass but the doors were not open. Yesterday there was a car in the parking lot so Stephanie asked if we could have a tour. Inside we went. "Look up, way up," said Stephanie and the children stretched their necks to look at the beautiful ceilings and the pretty windows.

p.18  Sense of place



Our Stained Glass Window (October 27)

The children asked if they could make their own colored windows like the ones at the big church. Stephanie drew a large stained glass window on our window pane and the children went to work painting it. Paint was set out and was available all day for the children to come over and take their turn at creating our very own stained glass window. As they were painting some of the children would look out the other window at the big church across the street.

p.42  Practices of art



Investigating the Church Steps (November 4)

The children were wondering about how many stairs there were leading up to the big doors at the big church. Jorja thought this many as she held out four fingers. Jack said that there were ten steps. Stephanie said, "Lets go and see how many windows and stairs there are." We started by counting the small steps first then some windows until we got around to the front of the church and it was time to climb to the top of the 21 steps.

p.38  Practices of math



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Reflections about Colour (December 8)

After our visits to the church, the children became interested in colour – not just names and shades of regular colours, but more about how colours overlap and mix and aspects like reflection and light. Stephanie saw their emerging interest and added shiny and colorful objects to the light box area for exploring. One day when it was raining I observed Gavin sitting in the window seat, he was looking through a yellow glass block. He told me that the rain looked yellow and pretty.

When Amy, our colleague, was in our room one day, she brought in some pattern blocks for investigating. Formations similar to the stained glass windows at the church began to appear as the children played with the colorful shapes.

Reflecting on the Church Project

When reflecting back on the project I see that the children had a connection with the power of the church in the fact that it was the largest and tallest object in our community. This interest was brought back in the classroom when constructing churches, and then later with towers and castles. We are still observing the children building tall structures using chairs and stepladders to stand on but now they are also building bridges. The bridge in our community just so happens to be the second tallest object around. Wow another extension to our project!

p.10



Invent systems of representation

p.28



Negotiate joint undertakings

The Construction of Our Very own Church. (December 17)

After our visits to the church, boxes were collected and brought in. The children began to construct their very own church. During the building of our church, the children talked about height and would look out the window and compare the real structure with the one that they were constructing. They put lots of duct tape on the boxes themselves. When they got the boxes up to where they could no longer reach them Kohen brought a stack of chairs over so he could climb up to put the steeple on the church. All of the material was used to see how high they could make it and they kept peering out the window to compare. Comments like “It’s just as tall as the real church,” were often heard.



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Our Parents – Our Community

~ Tanya Dunlop Riverview Stepping Stones Wee College

One day Liz, the director, mentioned to Tanya that they should get some pictures of their parents at work. This got Tanya thinking: Why not put a spin on the traditional “Occupation” project that often occurs in early childhood settings? Rather than introduce the children to traditional occupations such as doctor, firefighter and police officer, Tanya decided to seek out the expertise of families. The children in her group would learn about and play at their parents’ occupations.

p.24



Respectful and responsive relationships

This project and the conversations that transpired opened up a whole new connection with the parents. Tanya noted that there was a reciprocal relationship as well. Not only did the children learn about the parents, but also the parents gained an increasing understanding of what the children and educator were involved in during the day. The documentation helped to link all of this - building community and making learning visible.

~ Linda Gould On-Site Support Facilitator

Here’s how it worked...

- Families borrowed our digital camera to take pictures at their work places.

p.58



Use digital technologies

- We interviewed the participants about their jobs and the photos they took or the parents wrote-up their own explanations.

- We compiled the documentation into a binder. We added more pages as more families contributed.

- We discussed together with the children each occupation.

- Families brought in and/or suggested materials for setting up dramatic play. We added different materials to the dramatic play area with each new job study.

p.14



Create imaginary scenarios

- Parents came in to share their stories with the children.

*It is hard to imagine,
While we are here at play,
That our moms and dads,
Are working hard each day.*

*Take some time to see,
One job at a time.
Which one is your favourite,
Maybe, it is mine.*

Please, Enjoy our Book!

We asked the children questions to start the project. We also planned to ask the same questions again once all the families had shared their stories.

What does mommy do at work?

What does daddy do at work?

What do you want to do when you grow up?

What new work-words can we learn?



As we explored the work of a mechanic...

We explored the work of a mechanic, boxes became cars and tables became service bays. We made construction paper tires and put them off and on with tape. Our tool center tools became part of the shop and were used to remove lug nuts and do repairs. Realistic sounds were heard throughout the room and soon each shop was overbooked with customers.



Box cars pushed by children raced by or some drivers used their own hands to slide themselves along while sitting inside. We really enjoyed being mechanics. Maybe one day someone in our classroom will be able to fix cars. Thank you Gary for sharing your work.



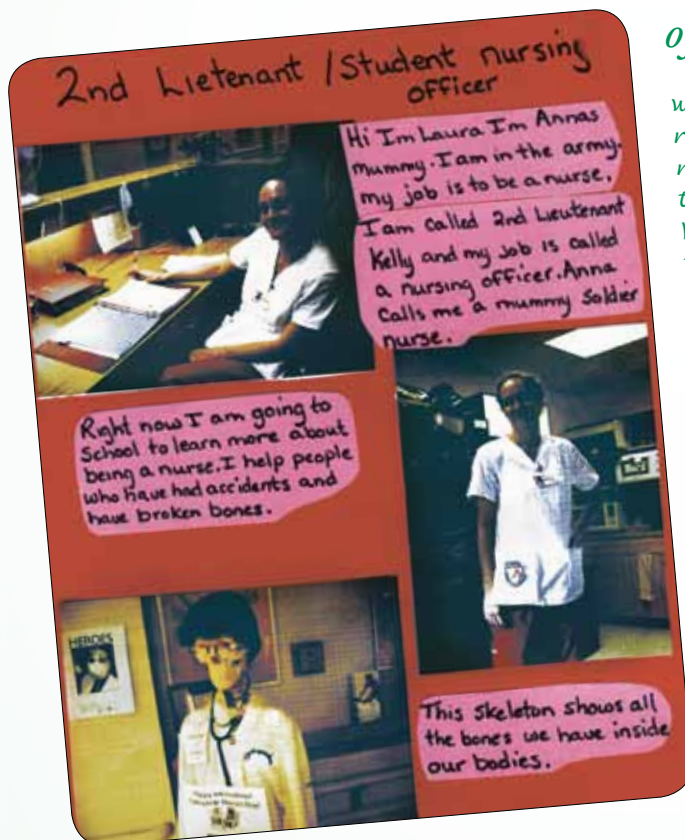
p.14



Create imaginary scenarios

As we explored the work of a student nursing officer...

We changed our dramatic play area into a hospital room. Many items were added to make the play more realistic. Paramedic clothing, bandages and many tools made it easy for us to become a nurse or doctor. We also got a chance to treat many injured children, teachers, and dolls. The dramatic play area became a very active area of exploration. We enjoyed the chance to do a very difficult and rewarding job. Maybe one of our children will make a choice to become a nurse. Thank you Laura for sharing your work with us.



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In our job as electrical designers...

we worked on wiring our homes. We cooked spaghetti and turned it brown and orange. We talked about how wiring comes in many colours and our spaghetti was to be the wires. We drew houses on construction board and made designs as to where the wiring would travel in the home. When we had all the details in place it was finally time to install our wires. We had a fun time with these orange flavored wires. We realized it takes a lone time to plan out wiring. Maybe one day one of these children will be part of a design team. Thank you for sharing your work, Doug!

p.10  Invent systems of representation



In the job of printer assembly...

we focused on the packaging aspect. Our room became over run with boxes that needed to be filled and then taped up for shipping. Our shelves became empty as the boxes became loaded to go. The taping process was fun but sometimes sticky as fingers and even hair became tangled in the tape. The children often found they needed help to untangle their fingers from the boxes. This is when they valued having "co-workers"! The children said that this job was a difficult one but still the packaging continued for many days. This was a great job to do. Maybe someone in this class will be part of a shipping place one day. Thank you Christine for sharing your work!



Volunteer work...

Volunteer work is very rewarding because you give your time freely, no pay. Many service organizations depend on others to help them out. You may be able to use the skills you have or just your time, to give to others. For example: Arlene and Gary (Evan's parents) are active members in their church's praise band. Arlene sings and Gary enjoys drumming. Evan can be found playing the drums now and then as well. Thank you to all volunteers!

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In the job of a very busy mom...

we had several children, a lot of crying (make believe, of course), and many dirty diapers. There was clean up to do, stories to read, and then more dirty diapers. Everyone took turns with the care-giving roles as the babies' needs never let up. We had to learn that we might not even be able to sleep when we're tired if the babies need us. We used many props - like clothes, dishes, diapers, books, milk box cribs, and a whole lot of imagination. This was very busy work. Maybe one day some of our group will be stay-at-home moms or dads. Thank you for sharing your work Tracy.



Work we studied...

p.12



Sense of other

- Mechanic
- Domestic Engineer
- Electronics Assembly
- Dispatcher
- Electrical Wiring
- Printer Assembly
- Operations Manager
- Sales Representative
- Air Defense Artillery
- Aviation Dispatcher
- Mortgage Broker
- Student Nursing Officer
- Security Department Officer
- Methods and Resource Teacher
- Youth and Community Coordinator
- Certified Public Accountant



Thanks to all the families and children who participated:

Vanessa and her parents Karen and Kirk
 Anna and her parents Laura and Joel
 Eva and her parents Tracy and Doug
 Mason and his parents Candita and Tony
 Katie and her parents Michelle and Jim
 Jay and his parents Susan and Jamie
 Daniel and his parents Andrew and Christine
 Evan and his parents Arlene and Gary

Family Diversity

What would you need to consider if a child(ren) in the class lived...

- in a single-parent household?
- with grandparents or uncles and aunts?
- with two moms or two dads?
- had parents who were unemployed?

As educators, we must strive for inclusiveness in our planning. Even holiday cards for Father's or Mother's Day may unintentionally exclude some children. Remember that we can intentionally choose to use inclusive language; for example, terms like guardian/family instead of parent/mom/dad.

- Adapted from Louise Derman-Sparks and Patricia Ramsey (2005, 23)

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- Many of these picture books are available through the New Brunswick Public Library system.
Search these authors at <http://vision.gnb.ca/> to find other great books.

Have you selected books that...

- ... portray a range of activities for males and females?
- ... include non-stereotypical roles for parents and other characters?
- ... describe a range of families?
- ... depict a range of communities?
- ... represent a range of illustration styles?
- ... showcase rhymes/poetry and folklore/tales?

~ Sue Fisher

Curator, Eileen Wallace Collection,
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