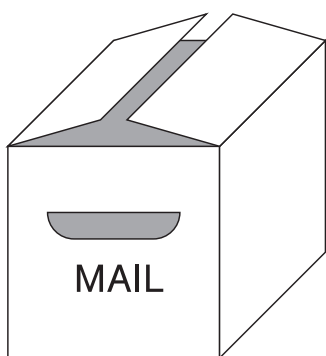

DIVERSITY TRAINING MANUAL

WORK SHEET 2 MAKE A GROUP MAIL BOX

A self-esteem building activity suitable for children aged 4 years and over.



How to make a group mailbox:

Step 1

Find an old box or carton that can be used as a mailbox.

Step 2

Either cut a slit in the top of the box to post letters into or if the box has a lid lift it to post the letters.

Step 3

Children can be involved in decorating the box – they can paint the box, use stickers to decorate, stick pictures on or cover with fabric – the limit is your imagination

Step 4

The next step is to encourage children to write a letter to either their siblings or to the person doing this activity with them. The idea is for the letter to contain either in words or by drawing what the child likes about the other person and vice versa. The child then puts their letter into an envelope and posts the letter into the mailbox.

Step 5

Each child or person doing the activity then reads the letter they have been sent (with assistance if needed). Practitioners could organise for an interpreter for children with limited English language skills.

Note for parents/care givers or practitioners.

The making of the mailbox can be done in isolation or with other children or adults. Children feel good about themselves when others say nice things about them, or recognise their achievements.

DIVERSITY TRAINING MANUAL

WORK SHEET 3 **AWARDS AND CERTIFICATES**

A self-esteem building activity for children of all ages

Awards and certificates – Instructions on how to use – English

Awards and certificates – Instructions on how to use – French

Awards and certificates – Instructions on how to use – Samoan

Awards and certificates – Instructions on how to use – Indonesian

Awards and certificates – Instructions on how to use – Korean

Awards and certificates – English

DIVERSITY TRAINING MANUAL

AWARDS OR CERTIFICATES ENGLISH

A self-esteem building activity - suitable for children of all ages

There are a variety of awards available in this section that parents/care givers or practitioners can use to build children's self-esteem.

Children respond well to having their achievements recognised and for children who may not achieve well academically it is a great opportunity for parents/care givers or practitioners to recognise their many other qualities and capabilities that may otherwise go unnoticed. Awards may be given for a variety of reasons.

Note to parents/care givers or practitioners.

Suggestions for awards –

Achievements

- Tying shoelaces, doing up buttons and so on.
- Finishing homework
- Cleaning up after themselves
- For artwork they have made

Behaviours

- Speaking nicely to others
- Doing a good deed
- Having good manners
- Listening to others, good behaviour

DIVERSITY TRAINING MANUAL

AWARDS OR CERTIFICATES FRENCH

Récompenses ou certificats

Pour chaque stade du développement de l'enfant, une activité propre à renforcer son amour-propre

Cette section offre aux parents/éducateurs ou praticiens toute une gamme de récompenses propres à encourager la bonne conduite chez les enfants ou à rendre justice à leurs succès.

Les enfants réagissent positivement à l'appréciation de leurs succès et, pour ceux qui n'ont pas de bons résultats scolaires, cette méthode offre aux parents/éducateurs ou praticiens une occasion idéale de rendre justice aux nombreuses autres compétences et aptitudes que possèdent ces enfants et qui pourraient, sans cela, passer inaperçues. On peut décerner des récompenses pour toutes sortes de raisons.

Note aux parents/éducateurs ou praticiens

Suggestions de récompenses –

Pour la réussite

- Lacer ses chaussures, se boutonner etc.
- Terminer ses devoirs
- Laisser en ordre derrière soi
- Avoir réalisé un travail d'art

Pour la conduite

- Parler gentiment aux autres
- Faire une bonne action
- Avoir une attitude plaisante
- Bonne conduite (ne pas faire de caprices, ne pas recourir à l'agression physique ou verbale).

DIVERSITY TRAINING MANUAL

AWARDS OR CERTIFICATES SAMOAN

Faailoga poo tusi faamaonia

O mea e fai e atinae ai ou talitonuga lelei e uiga ia oe lava (self esteem) – e talafeagai mo tamaiti uma lava e tusa lava poo le a le matutua.

E i ai ituaiga faailoga eseese e mafai ona maua i le vaega lenei e mafai ai e matua / poo e e vaavaaia poo e faatonuina ona faaaoga e faamalositia ai tamaiti ina ia latou fai amioga lelei poo le faailoa atu ai ia latou tapulaa ua latou ausia.

E matua fiafia lava tamaiti pe afai e amanaia a latou mea lelei ua fai ma o tamaiti atonu e lé lelei i mataupu fai i le aoga, o se avanoa taua mo matua / poo e e vaavaaia poo e faatonuina ona amanaia le tele o isi o o latou tomai ma agava'a atonu o le a tau le amanaiaina. O faailoga e mafai ona tuuina atu mo le tele o faapogai.

Faaaliga mo matua / e e vaavaaia poo e e faatonuina.

manatu e fai i ai faailoga –

Tapulaa ua ausia

- Nonoaina o nonoa o seevae, mafai ona faamau faamau o le ofu ma isi lava mea faapena.
- Uma ona faia o meaaoga e fai i le fale
- Toe faamam· ma teu lelei pe a uma a latou mea sa fai
- Mo ni galuega faatino (artwork) valigaata sa latou faia

Amioga

- Tautala faaaloalo i isi tagata
- Faia o se galuega lelei
- Ia i ai le faaaloalo lelei
- Amio lelei (ae le faali'i ma faatai'o poo le faasau· poo le fai upu malolosi foi).

DIVERSITY TRAINING MANUAL

AWARDS OR CERTIFICATES INDONESIAN

Ganjaran-ganjaran atau sertifikat-sertifikat

Kegiatan untuk membangun rasa harga diri – cocok untuk semua anak

Dalam bagian ini tersedia bermacam-macam ganjaran yang dapat digunakan oleh orang tua/pengasuh anak atau pelaksana asuhan untuk mendorong anak-anak supaya berkelakuan dengan pantas atau untuk menghargai prestasi anak-anak itu.

Anak-anak sangat senang jika prestasinya dihargai dan untuk anak-anak yang tidak mencapai prestasi akademik, ini merupakan kesempatan yang penting di mana orang tua/pengasuh anak atau pelaksana asuhan dapat mengakui ketrampilan-ketrampilan dan kecakapan-kecakapan mereka yang lain, yang seringkali diabaikan. Ganjaran-ganjaran dapat diberikan untuk berbagai alasan.

Catatan untuk orang tua/pengasuh anak atau pelaksana asuhan

Saran-saran untuk ganjaran –

Prestasi

- Mengikat tali sepatu, mengancingkan baju dan lain-lain
- Menyelesaikan pekerjaan rumah
- Membersihkan kamar/tempat bermain
- Untuk hasil seninya

Tingkah laku

- Berbicara secara sopan dengan orang lain
- Berbuat baik kepada orang lain
- Berkelakuan dengan sopan
- Kelakuan yang baik (misalnya tidak
- mengeluarkan amarah yang hebat atau melakukan agresi jasmani atau lisan).

DIVERSITY TRAINING MANUAL

AWARDS OR CERTIFICATES KOREAN

부모님/보호자 및 교사들을 위한 지침

● 상을 수여할 만한 성취나 행동의 예들

- 신발끈을 바로 묶거나, 단추를 바로 채우기 등등
- 과제물을 마치기
- 주위 정리 정돈하기
- 정성껏 만든 미술품

● 행동

- 타인에게 친절하게 말하기
- 선행
- 좋은 예절
- 좋은 언행 (짜증을 부리거나 신체적 가해나 욕설을 하지 않기)

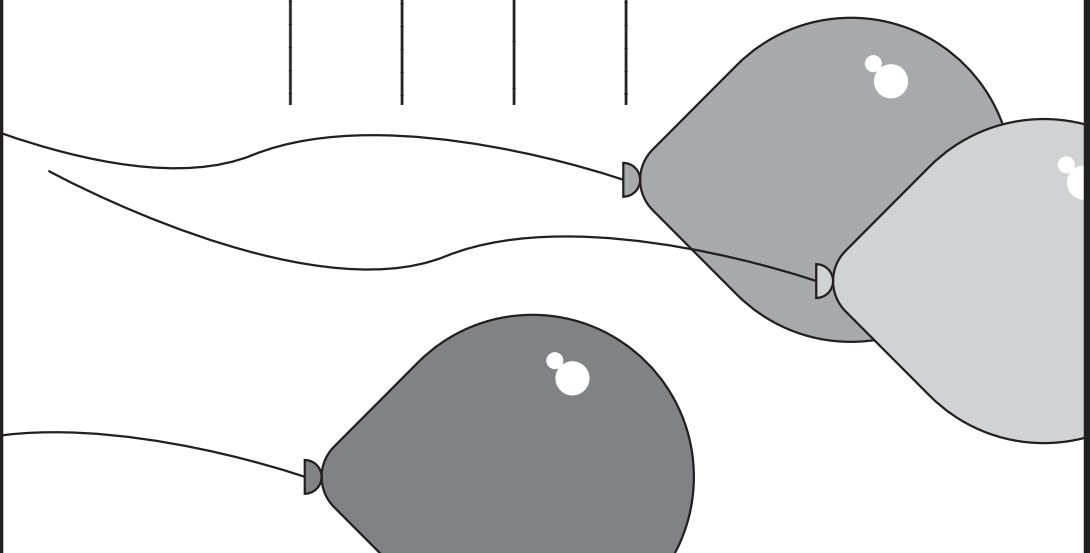
FANTASTIC EFFORT AWARD

Presented to _____

For _____

From _____

Date _____



DIVERSITY TRAINING MANUAL

WORK SHEET 4 **PLAYDOUGH**

Expressive play – moulding with Playdough for children aged 3 years and over

Creative play

Playdough has been around for many years and children continue to enjoy playing with it. The value of this type of medium is that children like the feeling of the mixture on their hands, it is easily moulded and can be in a variety of colours.

Note for parents/care givers or practitioners

Parents/care givers or practitioner should actively involve themselves in the play, making their own creations, discussing what they and the child have made, the colours they have used and so on. Children will benefit from the time they have spent with their parent/care giver or practitioner.

DIVERSITY TRAINING MANUAL

WORK SHEET 4.1 **PLAYDOUGH RECIPE**

Uncooked salt dough

Ingredients:

1-2 tablespoons cooking oil

2 cups flour

1 cup salt

Food colouring

1 cup of water

You will need a large bowl and a wooden spoon to mix the dough.

Method:

Place the flour and salt in the bowl, then put a few drops of food colouring into the cup of water, and then add 1-2 tablespoons of oil to the water. Add the water, oil and food colouring to the dry mixture and knead until soft and pliable.

DIVERSITY TRAINING MANUAL

WORK SHEET 4.2 **GOOP RECIPE**

Ingredients:

Food colouring
2 packets of cornflour
2 cups of water

You will need a large container for the goop. This activity is best done out of doors on a covered table. Children are advised to wear aprons to protect their clothing.

Method:

Mix the water and the food colouring into the cornflour. The goop should be quite thick, add extra water if necessary.

Plunge hands into the goop and be amazed at the peculiar consistency and feel of the mixture. It is sticky and cool to touch.

Clean up:

This is a messy activity but it is really easy to clean up. Wash-off children's hands and aprons with soapy water and wash off the table with a wet cloth.

DIVERSITY TRAINING MANUAL

WORK SHEET 5 **CREATIVE PLAY**

Creative play – activities with limited resources for children of all ages.

- 5 Creative play – activities with limited resources – English
- 5.1 Creative play – activities with limited resources - French
- 5.2 Creative play – activities with limited resources - Samoan
- 5.3 Creative play – activities with limited resources - Indonesian
- 5.4 Creative play – activities with limited resources - Korean

DIVERSITY TRAINING MANUAL

WORK SHEET 5 **CREATIVE PLAY** ENGLISH

Expressive play – suitable for children of all ages

Children who have little or no resources or toys will often make use of a variety of objects and can adapt the simplest things to play imaginatively.

The limit of the creative arts is the parent/care giver or practitioner's imagination. For those who are restricted by a lack of resources it is remarkable what little it takes to be creative, for instance:

Empty cardboard boxes - can be decorated with old newspapers, pieces of fabric, painted, or drawn on. If the box is large enough it can be draped with a sheet or towel to make a cubby. Boxes also make great treasure chests or places to keep prized possessions.

Milk cartons - can be cut down to make containers for pencils, crayons and craft supplies. Children can stick pictures from magazines, stickers or strips of fabric on the sides to decorate or they may use them to plant seeds in.

Newspapers - can be used to make paper hats, aeroplanes, paper chains, boats.

Leaves, sticks and small branches - can be gathered from the garden or a local park. Children enjoy making picture collages with natural products.

Wool - A ball of wool can be used to make pom-poms with a piece of cardboard, or to knit, bind pieces of wood, sticks together, or it can be used to decorate masks, or as a collage material for art work.

Magazines - these are easily obtained and have endless ways in which they can be used. Children who are developing their fine motor skills often enjoy the opportunity to practice their cutting-out skills. Pictures can be used to glue on to cards, drawings, and collages.

Pots, pans and kitchen utensils - a wonderful range of musical instruments can be made from these household items. Spoons and ladles can be great for banging on a pot or plastic container in time to the music.

DIVERSITY TRAINING MANUAL

WORK SHEET 5.1 CREATIVE PLAY FRENCH

LES JEUX CREATIFS

Jeux d'expression – pour les enfants de tous âges

Les enfants qui n'ont pratiquement pas de ressources ou de jouets se servent souvent d'une variété d'objets et peuvent, grâce à leur imagination, s'inventer des jouets à partir des choses les plus simples.

Les arts créatifs n'ont d'autres limites que l'imagination du parent/éducateur ou praticien. Il faut si peu de chose pour être créatif, même quand on est limité par le manque de ressources. Par exemple:

Les boîtes de carton vides - peuvent être décorées de vieux journaux ou de morceaux de tissu; on peut les peindre ou dessiner dessus. Si la boîte est assez grande, on peut la garnir d'un drap ou d'une serviette éponge pour en faire une cabane. Les boîtes font aussi de merveilleux coffres ou des cachettes où l'on peut garder ses trésors.

Les cartons de lait - peuvent être découpés en forme de boîtes à crayons, à craies grasses et à matériel de dessin. Les enfants peuvent les décorer en y collant des images de magazines, des autocollants ou des bandes de tissu pour les décorer, ou ils peuvent en faire des pots pour planter des graines.

Les journaux - peuvent être utilisés pour faire des chapeaux et des avions, des guirlandes ou des bateaux.

Les feuilles, les bâtons et les petites branches - peuvent se ramasser dans le jardin ou le parc voisin. Les enfants aiment faire des collages de matériaux naturels.

La laine - Une pelote de laine peut servir à faire des pompons avec un morceau de carton, à tricoter, à attacher ensemble des morceaux de bois, elle peut être utilisée pour décorer des masques, ou encore comme élément de collage pour un travail d'art.

Les magazines - il est facile de s'en procurer et il y a une multitude de manières de les utiliser. Les enfants qui affinent leurs fonctions motrices apprécient souvent de pouvoir s'exercer à des découpages. On peut coller les images sur des cartes, des dessins et des collages.

Casseroles et ustensiles de cuisine - ces articles de ménage peuvent servir à réaliser une merveilleuse gamme d'instruments de musique. Particulièrement percutantes: les cuillères et les louches avec lesquelles on peut taper sur une casserole ou un récipient en plastique au rythme de la musique.

DIVERSITY TRAINING MANUAL

WORK SHEET 5.2 **CREATIVE PLAY** SOMOAN

TA'ALOGA E ATINA'E AI

Ta'aloga e faatino mai ai (Expressive play) – e talafeagai mo tamaiti uma lava e tusa lava poo le a le matutua

O tamaiti e laititi lava poo le leai foi o ni a latou mea poo ni meataalo e masani lava ona latou faaoga soo se mea pito i faatauvaavaa lava latou te maua e taaalo ai e faatusatusa pei lava o ni meataalo moni.

O le maualuga la o faagaioiga e atinae ai e i ai lea i mafaufauga faatusatusa o matua / poo e e vaavaaia poo e foi e faatonuina. Mo i latou la ua le maua le avanoa ona o le lé lava ma leai ni mea, e matua'i ma'eu le faatauvaavaa o mea e fai ina ia atinaeina ai, faapei la o lenei:

Atigi pusa pepa – E mafai ona teuteuina i ni nusipepa, fasi ieie, valiina, poo le tusi ai ni ata. Afai e lapoa lelei le atigi pusa e mafai ona fai se pupuni i se ie poo se solo ae fai ma kapoti. O pusa e lelei tele foi e teu ai ni mea taua lava poo ni meatotino faapelepele.

Atigi pusa pepasusu – e mafai ona tipi ae fai ma mea tuu penitala, penivali ma mea tusiata. E mafai e tamaiti ona faapipi'i ai ata mai nusipepa, ata faapipi'i (stickers) poo fasi ieie i pito, e teuteu ai poo le faaoga foi e totó ai ni fatu laau.

Nusipepa – e mafai ona faaoga e fai ai pulou pepa, vaalele, filifili pepa, ma va'a.

Laulaau, fasi laau ma lala laau – e mafai ona aoina mai mai le togalaau poo le paka foi i lo outou pitunuu. E fiafia lava tamaiti e fau ai ia ata faatusa i mea ia e maua mai i mea o le natura.

Vulu – o se taaiga vulu e mafai ona fai ai pulou pom – poms ma se fasi pepa maló, poo le lalaga foi, nonoa ai ni fasi laau faaatsi, poo le faaoga foi e teuteu ai ni matapulepule (masks), poo le faaoga foi e fai ai ni ata faatusa mo tomai faapitoa.

Nusipepa mekasini – e maua gofie lava ma e le uma le tele o auala e faaoga ai. O tamaiti o loo atinaeina pea le iloa e faagaioi ai maso ma fai mea (motor skills) e masani lava ona fiafia e faaoga le avanoa e faataitai ai lo latou tomai i le tipitipiina o ni mea. E mafai ona faaoga ia ata e faapipi'i i cards, o ata tusi, ma ata fau faafaatusa.

Ulo, falai ma mea tau le umukuka – tele le ituaiga o mea fai faaili musika e mafai ona fai mai i mea nei. O sipuni ma asu e aoga tele e fai ma aut. e ta ai ulo ma container palasetiki ia taimi pa'ó faatasi ma le musika.

DIVERSITY TRAINING MANUAL

WORK SHEET 5.3 **CREATIVE PLAY** INDONESIAN

BERMAIN SECARA KREATIF - Bermain secara ekspresif - cocok untuk semua anak

Anak-anak yang kekurangan bahan-bahan atau mainan seringkali mempergunakan berbagai benda dan dapat secara imajinatif mengolah barang yang sangat sederhana menjadi mainan.

Kreativitas dalam bidang seni hanya dibatasi oleh imajinasi orang tua/pengasuh anak atau pelaksana asuhan. Untuk orang-orang yang sumber bahannya terbatas, memang mengherankan melihat apa yang dapat digunakan untuk menyalakan daya cipta, misalnya:

Kotak-kotak kardus yang kosong - dapat dihiasi dengan surat kabar yang lama atau potongan-potongan kain, dicat, digambari. Kalau cukup besar, kotak dapat ditutupi dengan selimut atau handuk dan dijadikan tempat main yang 'rahasia'. Kotak-kotak juga dapat dijadikan peti simpanan harta benda atau milik-milik yang penting.

Karton-karton susu - dapat dipotong untuk dijadikan tempat simpanan pensil-pensil, krayon-krayon dan bahan-bahan kerajinan tangan. Anak-anak juga dapat menempeli sisi-sisi karton dengan gambar-gambar dari majalah-majalah, stiker-stiker atau potongan-potongan kain, atau karton-karton itu dapat ditanami biji-biji.

Surat kabar - dapat digunakan untuk membuat topi kertas, pesawat terbang, rantai kertas, kapal.

Daun-daun, potongan kayu dan dahan-dahan kecil – dapat dikumpulkan dari kebun atau taman. Anak-anak senang membuat collage dengan bahan-bahan alamiah.

Wol - Bola wol dapat digunakan untuk membuat hiasan pom-pom dengan sepotong kardus, atau untuk merajut, atau untuk mengikat potongan-potongan kayu, atau dapat digunakan untuk menghiasi topeng-topeng atau sebagai bahan untuk membuat collage.

Majalah-majalah – mudah diperoleh dan dapat digunakan dalam cara-cara yang tak ada habis-habisnya. Anak-anak yang koordinasi badannya masih berkembang sering senang melatih menggunting gambar-gambar dari majalah. Gambar-gambar itu dapat digunakan untuk menghiasi kartu-kartu, gambaran-gambaran dan collage.

Panci-panci, wajan-wajan dan alat-alat dapur – bermacam-macam alat musik yang hebat dapat dibuat dari perabot-perabot ini. Sendok-sendok dan pencedok-pencedok dapat digunakan untuk memukul panci atau kotak plastik seirama dengan musik.

DIVERSITY TRAINING MANUAL

WORK SHEET 5.4 CREATIVE PLAY KOREAN

DIVERSITY TRAINING MANUAL

WORK SHEET 6 **OUTDOOR PLAY**

Outdoor activities – suitable for children aged 2 and over **Suggestions and considerations for parents/care givers - English**

Providing opportunities for children to regularly go to their local playground or park can be great fun for children and their families.

Parents/care givers or practitioners may like to assist children with outdoor activities by –

- Showing them how to climb on to the swing safely
- Pushing the child gently on the swing until they are able to master the art of pushing themselves by swinging their legs back and forth
- Assisting the child to climb up steps to access either slides or monkey bars
- Providing a ball for children to kick around – showing the child how to chase the ball, or catch and throw it.

Assisting a child to ride a bicycle by –

- Holding the bike steady while they mount
- Telling the child basic safety rules
- Ensure that they wear a helmet
- Assisting them to balance on the bike

The safety issue:

For some families the idea of being in a public place can make them fearful because they feel unsafe and unprotected. Therefore it is valuable if the parent/care giver or practitioner develops a safety plan in case a situation arises where the families' safety might be at risk.