

HANDBOOK – DOLLS DEFYING DISCRIMINATION

1 INTRODUCTION

This user-friendly handbook has developed from a project investigating the effectiveness of using Persona Dolls to promote Global Citizenship in Early Years education. The aim is to give Early Years practitioners, in nurseries, pre-schools and infant classes ideas on how to promote positive messages about diversity with young children and provides a framework for introducing and dealing with concepts such as 'being different. Understanding diversity is essential for future Global Citizenship so there is a constant need to reinforce the increasingly diverse and global nature of our society. Looking at difference with young children includes stressing similarities e.g. we all have eyes, skin and hair even though the colour, shape and texture may be different. We all laugh, cry, feel angry, happy and sad but not necessarily for the same reasons.

By encouraging children to build positive attitudes and relationships, we empower them to recognise and celebrate their common humanity. We encourage them to empathise with the hurt that prejudiced attitudes and discriminatory behaviour cause and, crucially, to develop the skills they need to be able to stand up for themselves and others when faced with unfairness and inequality.

Included in this handbook are case studies from a range of Early Years settings in East Kent where practitioners are using Persona Dolls. The dolls and the stories they tell provide an enjoyable and non-threatening way to implement anti-discriminatory policies and practice. Through their identification with the dolls children are helped to see the injustice of the situations being presented to them.

Working with Persona Dolls is not only an enriching experience for children but also increases the skills and experience of the practitioner. The dolls are deceptively easy to use but like many simple things using them skilfully come with practice and a willingness to learn from experience.

2 INTRODUCING PERSONA DOLLS

Careful attention needs to be paid to the facial features, skin colour, hair and clothes of Persona dolls. Some represent children from minority ethnic families and some children with special needs or disabilities. Each doll has its own individual identity including family, home life, likes, dislikes etc. This identity is developed by the practitioner and the idea is to build up a complete picture in your own mind concerning everything about the doll, so that when you introduce the doll you have all that knowledge in your head.

A persona doll is not a toy and should be kept separate from the day to day equipment and toys.

It's a good idea to keep a loose leaf file with the background information about the doll in it so that all practitioners can refer to it. Any additional stories and events to do with the doll should also be recorded because the children will remember the detail, and you may well not.

3. WHY USE PERSONA DOLLS?

- East Kent does not have the cultural or ethnic diversity found in many other, usually urban areas of the country. The dolls are a way of introducing an element of diversity into a group.
- Groups with one or two minority ethnic children found that the positive introduction of the doll increased the self esteem and self confidence of those children.

- Contributes to the professional development of practitioners especially when staff provide mutual support, encouragement and ideas for best practice in using the doll
- To deal with prejudice and discrimination
- Increase the emotional literacy of children
- Dismantle negative attitudes and promote equality
- A mechanism for addressing issues such as children who are teased/excluded

4. USING A PERSONA DOLL

The process of using the dolls and involving the children in discussion is more important than getting the right answer

Using a persona doll is a learning process for the practitioner and in order to build up your own skill and confidence it is suggested that you work through the following steps over a period of time, e.g. six weeks

As a new practitioner:-

- Work with a small group (6 – 8 children), especially to begin with
- Keep the sessions 10-15 minutes long
- Include the children's views and ideas
- Spend time on each step to build up your own confidence
- Get used to asking the **Key Questions** right from the start

Step 1

- Introduce the doll over 2 or 3 sessions. Build up a positive picture of the doll's family, home life, likes, dislikes etc. Keep it positive, informative and enjoyable
 - You act as the storyteller, using a normal, everyday voice.
 - Involve the children with their thoughts and views etc.
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- Build up your own confidence in using the doll and encouraging interactions with the children

EXAMPLE		
<u>What elements of the curriculum is targeted</u>	<u>Classroom activity</u>	<u>How the children responded</u>
<ul style="list-style-type: none"> • Awareness of others in relation to self • Listening to others 	Practitioner relates details about doll's home life and a visit she made to a theme park	Children remember all the details they are told about doll and relate it to their own experiences

Step 2

- Decide on an objective for the session.
- Create a scenario and build up a story using the doll
- Involve the children’s ideas on how it makes them feel and what they would do in a similar situation

EXAMPLE		
<u>What elements of the curriculum is targeted</u>	<u>Classroom activity</u>	<u>How the children responded</u>
Sharing	Eddie, a traveller doll, has pictures in a bag of things he likes to do, many of which involve sharing, which he shares with the group	Children discussed what they liked to do and make connection between playing and sharing. Some verbalised the difficulty of learning to share when they come to school

Step 3 - putting yourself in someone else’s shoes

- Decide on an objective, based on an issue that has arisen within the group. Create a story such as what happened to the doll when it visited another group.
- Include open ended **Key Questions** (see below)
- Empathy - get across the concept of ‘putting yourself in someone else’s shoes’ and focus on the children’s input
- End the story on a positive note – the doll thanking the children for their ideas and views, making sure you emphasise those that match the objective

KEY QUESTIONS TO ASK

- How do you think the doll felt?
- What would you have done if you’d been there?
- What could the doll do if it happened again?

EXAMPLE				
<u>What elements of the curriculum is targeted</u>	<u>Real situation</u>	<u>Parallel scenario</u>	<u>How the children responded</u>	<u>Resulting behaviour</u>
Empathising and responding to the needs of others	2 new children entering class half way through the year	Change gender and make it the persona doll entering a Beavers group	Children had good ideas about how Eddie would feel (both positive and negative feelings)	Improved social interaction amongst children around issues raised through Eddie

As you become increasingly confident in using the doll you will see opportunities and situations when the doll can be usefully used to address an issue

5. BE PREPARED – HOW TO DEAL WITH A RACIST COMMENT

You may never need to use the ideas outlined below but you do need to be able to respond immediately to this worst-case scenario if a racist comment is made.

Some children may have picked up racist comments at home or from other children. This could happen when you introduce a doll with a dark skin or as representative of a traveller. What should you do if a child makes an obviously racist comment – intentionally or unintentionally?

This is a difficult situation to deal with but at least if you've thought about it in advance you will be better equipped to handle it. Make sure you are familiar with the Race Equality Policy of your workplace and the procedures you have to follow. These will be based on the Race Relations Amendment Act (2000) which places a statutory duty on public authorities to promote good relations between persons of different racial groups.

- 1) Don't ignore it. You must challenge racism. Silence is as bad as the comment in the first place
- 2) Don't panic. Realise that the child is probably repeating what someone else has said
- 3) Ask the child what they meant. You may have misheard or misunderstood, or the child may need to explain further what they mean.
- 4) Get the facts straight. Is the comment factually correct? For example, a child from Central America with a dark skin being called a 'Paki' is, in the first instance incorrect.
- 5) Explain that some words are unacceptable and hurtful
- 6) How do they think it makes the person (the doll, if appropriate) feel to have that said about them. i.e. Putting themselves in someone else's shoes.
- 7) Ask the other children what they think? Get a range of views and be positive about the non-racist comments.
- 8) Discuss the incident with your colleagues and take appropriate course of action with regard to your Race Equality Policy

FINALLY

Use the persona doll and with your colleagues plan and create a parallel scenario story, changing the actual comment, the situation and if possible the gender of child. Prepare a 'visit' by the doll where s/he will recount what happened in the parallel scenario story. Give children the opportunity to discuss how the doll felt and what s/he could do if it happened again. See **Step 3** above

EXAMPLES	
Racist comment	Parallel scenario story for using with the persona doll as a starting point
'I don't want to sit next to him (Indian child), 'cos my Dad doesn't like people with dark skin'	At a holiday club some of the children said the Chinese doll could not be the princess in a game because of her 'funny eyes'.
A child doesn't want to hold hands during a circle time game and says 'You're a pikie'.	On the roundabout in a local playground some children said to the mixed race doll that 'Pakis aren't allowed on this'.

2. THE SETTING – GEOGRAPHICAL AND SOCIO- ECONOMIC

East Kent is primarily a white, rural area supporting locally employed people in relatively small urban centres that are mainly located around the coast. The Isle of Thanet is the largest urban area situated at the extreme south-eastern tip of Britain. The seaside towns of Broadstairs, Margate and Ramsgate are surrounded by sea on three sides and therefore most movement on and off 'the island', is from the only landward side. This gives it a strong sense of local identity but also makes it relatively isolated especially in the wider context of the busy and thriving southeast of England.

Dover, a seaside town and port is a major point of access for mainland Europe with large numbers of people passing through the town. It is often the first stopping point for people entering the UK.

Both the Isle of Thanet and Dover are economically deprived areas striving to generate new economic growth against a background of declining British seaside resorts and high unemployment often going back through generations in families. In primary schools there may be one or two children from minority ethnic backgrounds within a year group but in many instances there are none. Where this happens, people often state that there are no problems to do with racism. However, little or no contact with minority ethnic groups often leads to misunderstanding, suspicion and even fear of people who are different. There is sometimes a negative attitude towards traveller communities, refugees and asylum seekers based on stereotypes perpetuated by some parts of the media and by what is perceived as being large numbers of these groups coming into the area.

6. CASE STUDIES

Minster-in-Thamet Day Nursery

Minster Day Nursery is a well established nursery next to the two form entry village primary school that enjoys a good reputation. Minster is a large, generally prosperous village on the edge of Thanet with a mixture of commuting and locally employed residents. The nursery has a roll of 35 children with 19 attending the morning session where there was one mixed race Japanese/British child. The young practitioner was 19, and keen to participate in the project after attending a training session. The Nursery had the Asian doll called Monica, dressed in a *shalwar* and *kameez*, who is a Hindu.

Monica

- | | |
|-------------------|---|
| 1. Name | Monica Banerjee |
| 2. Age | 6 |
| 3. Address | 73 New Dover Road
Canterbury
Kent CT1 3DZ |

**4. Detailed Description of type of home
(eg flat, detached house with big garden, caravan etc)**

Monica lives in a 3 bed-roomed flat in a three storied house. It has a common garden at the back and car park in the front.

**5. Parents/adult carers including names
(what they do and where they're from, if appropriate)**

- Her Dad is a doctor in Chaucer Hospital, Canterbury
- Her Mum is a teacher in Pilgrims Way Primary School, in Canterbury

6. Siblings – names and ages

- Older sister Anita, 8 years old
- Older brother Vincent, 10 years old

7. Key points in life history

2-3 events/issues in the doll's life so far

- In 2004, her mother started working in the Pilgrims Way Primary School, Canterbury and both Monica and her older sister also started going to the same school.
- Her grandparents visited them in Canterbury last Christmas and she remembers often listening to her grandmother who liked telling them stories.

8. Favourite food

- Vegetable curry and rice. All of Monica's family are vegetarian
- Pasta and cheese.
- Strawberries and ice-cream

9. Least favourite food

- Brussels sprouts

10. Likes/dislikes (eg clothes, TV, sports, toys)

Likes

- dressing up
- listening to music
- skipping
- watching TV cartoons and children's programmes.

Dislikes

- going to bed

When Monica 'visited' the nursery the practitioner worked with a small group of 8 children building up a detailed life for the doll. The information supplied with the doll was used and then added to by the practitioner as her own skill and confidence increased. A very positive image of the doll was built up in the minds of the children.

On one visit to the children the doll recounted how she'd been to another nursery and one of the children there did not like her brown skin. When asked how the doll might have felt the children tended to all make the same response of 'sad', except for one child who added that they were 'naughty friends.' At this point there was little spontaneous discussion by the children within circle time and the practitioner moved on to talk about other things. However, one parent reported that her daughter had come home and recounted the doll's bad experience at the other nursery, and this in turn led to the issue being talked about at home.

Another child who was particularly fond of the doll, also talked about her at home and subsequently asked for a doll of her own with dark skin.

Talking about difference

The practitioner recalled that one day the children were walking through the village on a trip to the local museum. An Asian family walked by on the other side of the road and the children commented openly and positively that the family were like the doll.

The presence of the doll in the children's world enabled the children in an unforced context to discuss difference with reference to something that they could relate to. The practitioner was able to reinforce positive attitudes about difference in what was for the children a very real context.

Usable quotes

'many issues can be raised, not just ethnic minority ones, when using the dolls'

Brambley Hedge Children's Centre Charity Ltd, Dover

Brambley Hedge Children's Centre is in the Tower Hamlets area of Dover, and despite the relatively cramped environment enjoys a good reputation. The Centre had a whole staff approach to introducing the doll and worked as a team with different practitioners using the doll with the children and contributing ideas over nearly two terms. There are three ethnic minority children in the group.

The Centre has the mixed parentage girl doll Alice.

1. Name : Alice Piedemoyo Mahachi

Alice's middle name Piedemoyo, (**Py-de-moy-o**), means 'my heart's delight', in Shona, the language used in the part of Zimbabwe her Dad is from. In Zimbabwe it is usual for a child to be given a name that reflects how the parents feel at the time of birth.

2. Age : 4

3. Address lives near Ellington Park in Ramsgate

4. Detailed Description of type of home (eg flat, detached house with big garden, caravan etc)

- She lives in a 3 bed roomed Victorian terraced house with her Mum and Dad. There is a small back garden where she has a swing

5. Parents/adult carers including names

(what they do and where they're from, if appropriate)

- Her Mum is from England, is white and is a primary school teacher.
- Her Dad is a black Zimbabwean working at Pfizer Ltd

6. Siblings – names and ages

- Alice has an older brother called David who's 10 years old and goes to big school. He looks out for her and she adores him as he's teaching her how to ride a bike. He has a different Dad who he goes to visit some weekends and in the school holidays. David has a skin the same colour as her Mum

7. Extended family (if appropriate)

- Her Mum's family live quite near, she's not exactly sure where, and Alice has two girl cousins who she likes to go and play with

8. Key points in life history

2-3 events/issues in the doll's life so far

- She only came to live in England 6 months ago and misses her grandma very much as they used to spend a lot of time together. She calls her grandma *Mbuya (Um-bu-ya)* which means 'grandma' in Shona.
- Alice flew on a big aeroplane with her Mum and Dad to come to England and the journey took all night. She was given a bag of toys by the stewardess when she got on the plane. They were also given a meal

9. Favourite food

- Meat stew from a Zimbabwean recipe her grandma used.
- Chips
- Ice cream

10. Least favourite food

- Ginger biscuits

11. Likes/dislikes (eg clothes, tv, sports, toys)

Likes

- CBBC programmes
- Playing outside in the park
- Going to the swimming pool
- Stories

Dislikes

- wearing hats

Her Shona, middle name Piedemoyo proved very difficult for the children to pronounce. The children looked forward to her visits and called out greetings when she was brought into the room. They were eager to hear her news as well as relate their own and there was a general sharing of life experiences. The practitioners noticed that the little girl from Nepal in the group, communicated more during Alice's stay and started to talk out to the group, sharing her experiences.

One **Step 3** scenario was developed that aimed to improve behaviour between the children towards one another. Alice recounted an event where she had been pushed and treated unkindly. Guided by the practitioner, the children put forward their views on how she might feel and what she should do if it happened again in the future. Over time, the practitioners observed that the children were responding in a more positive way towards each other since Alice's visits and they felt that using the doll had been a definite factor in the observed change of behaviour

Usable quotes

"it was obvious that the children became more aware and thoughtful"

'using the doll has helped to broaden my horizons'

'the children were very talkative and communicative during the sessions with Alice'

Callis Grange Nursery and Infant School, Broadstairs

Overview

This large, two form entry, nursery and infant school has a good reputation and is usually oversubscribed. The practitioner taught a Year 2 class of 24 children where there were no children from ethnic minorities.

Eddie

1. **Name** Eddie Waller
2. **Age** 7
3. **Address** Vauxhall Caravan Site, Vauxhall Road, Canterbury
4. **Detailed Description of type of home**
(eg flat, detached house with big garden, caravan etc)

Eddie lives in a large trailer/caravan

5. **Parents/adult carers including names**
(what they do and where they're from, if appropriate)

Eddie's Dad, John Waller comes from a long line of travellers who originate from the Roma homelands in Eastern Europe. He works with his brothers on the family lorries doing odd jobs for people collecting and delivering.

Eddie's Mum, Mary Ann works at home together with many of the other traveller wives looking after the trailer and children.

6. **Siblings – names and ages**

Eddie has got five older brothers and sisters

Jack , aged 14

Sam aged 13

Sarah Jane aged 11

Danny aged 10

Donna aged 9

7. **Extended family (if appropriate)**

His Nan lives on the same site in another trailer and she keeps small birds.

Eddie's two uncles live in another trailer on the site with Jack and Sam

8. **Key points in life history**

Last summer Eddie travelled with his uncles and brothers to one of the big traveller fairs in Whitby, Yorkshire. His uncle was taking part in a boxing contest. Eddie had never seen so many horses as there were at the Fair. He wants to work with horses when he's older.

9. **Favourite food**

- Meat stew
- Bacon and eggs

10. Least favourite food

- Fish
- Cabbage

11. Likes/dislikes (eg clothes, tv, sports, toys)

Likes

- His dog Tiger - who can run very fast
- The family horses that live in the paddock close to the site

Dislikes

- Being called tinker or pikie

Eddie, the traveller doll was introduced and his family lifestyle and background explained to the children who listened with interest as they had not heard of travellers before. The teacher was optimistic that the children would retain positive memories of travellers in the future based on their time with Eddie.

Eddie was also used by a second practitioner in the school with a Year R class. Eddie visited the class once a week and was used as a role model for 'good looking, good listening and good sitting.'

More specifically, Eddie was used to promote positive behaviour between children on issues such as sharing and resolving playground issues such as unkindness.

Usable quotes

Sharing is 'difficult to do when you come to school' Boy in Yr R

'Using the doll has made me focus on PSHE again and look at different ways of delivering the PSHE curriculum to the children' Year 2 teacher.

Dame Janet Nursery School, Ramsgate

The nursery is a newly built addition in the grounds of the Infant School with the Junior School next door to it. The nursery caters for the local, close-knit community with up to four generations from one family involved in the care of children. 25 children attend the morning sessions with a further 25 for the afternoon sessions. One mixed parentage girl attended the nursery.

The nursery had Balvinder, a Sikh boy doll for nearly two terms.

BALVINDER SINGH

- 1. Name** Balvinder Singh
- 2. Age** 5
- 3. Address** 17 St. Augustines Road, Canterbury,
Kent CT1 1XP
- 4. Detailed Description of type of home**
(eg flat, detached house with big garden, caravan etc)

- Balvinder lives in a 4 bed-roomed house with his grandparents, father, mother, older brother and sister. There is a small garden with a pond at the back.

5. Parents/adult carers including names (what they do and where they're from, if appropriate)

- His father and mother were born in Manchester, UK. They own a department store on Barton Estate, Canterbury.

6. Siblings – names and ages

- Older brother Rajinder Singh 9 years old (Sikh boys often take the the Singh meaning 'lion')
- Older sister, Simran Kaur 7 years old (Sikh girls often take the name Kaur meaning 'princess')

7. Extended family (if appropriate)

- His grandparents and widowed aunt came to Manchester in 1955
- from Punjab, India. They are retired.

8. Key points in life history

2-3 events/issues in the doll's life so far

- Balvinder was born in Kent & Canterbury Hospital on Baisakhi (Base-a-key) day, April 13th which is the beginning of the New Year for Sikhs all over the world
- His grandparents took him to Alton Towers for his 5th birthday.
- Balvinder is a Sikh and like all Sikh boys and girls, is not allowed to cut his hair. He wears a single plait tied into a knot on top of the head, covered by a small white hankerchief, that is held down by an elastic hairband.

9. Favourite food

- Chicken tikka masala and rice
- burger and chips
- chocolate cake

10. Least favourite food

- liver

11. Likes/dislikes (eg clothes, tv, sports, toys)

Likes

- listening to his grandparents telling stories
- watching TV Cartoons and Indian programmes
- playing cricket

Dislikes

- beans
- going to bed

Balvinder 'visited' the nursery during circle time, after which he remained in the class for the rest of the session and effectively became one of the children. The mixed parentage girl befriended Balvinder

at an early stage and the nursery staff noticed a change in her behaviour. She had been a quiet, self-contained child, but after befriending Balvinder, she was seen to interact and play more with the other children, and have a smiling and more outward going manner. Balvinder gave the girl confidence and she in turn looked after him for example, putting a sweatshirt on him before going outside on a cold day.

On another occasion a boy took the initiative to look after Balvinder. He was also considered to be a quiet child and described as one who 'doesn't play with dolls'. He wore glasses and at this time also had a patch covering one of the lenses. At circle time the boy kept Balvinder on his lap, along with his digger toy, as the children were having a show and tell session. This was quite awkward for the boy and he chose to ignore the suggestion from the practitioner that he put one of them on the floor. He quietly kept Balvinder with him on his lap, until home time.

In this nursery the practitioners were admittedly surprised that Balvinder was accepted by the children as another child and was not treated as a toy or doll although the children who attended the afternoon sessions were less receptive to the concept of the persona doll.

However, the children saw Balvinder sitting on a chair in the office from time to time when he was not actually with the group and could therefore see that he was not treated like a toy. The staff felt that it would be important to establish the doll with the children early in the school year, well in advance of any issues that needed to be addressed.

The girl who interacted more with others due to the presence of the persona doll underlines the fact that minority ethnic children, who are often quiet members of a group, may need various forms of encouragement in order to boost their self confidence so that they can participate fully in a wider group. Likewise, the behaviour of the boy with glasses illustrates how feeling different can take a wide variety of forms which need sensitive and proactive action from the practitioners so that the child feels secure and confident.

7. MAIN CONCLUSIONS

- In a predominantly white setting persona dolls allow the practitioner to introduce diversity
- At the same time practitioners are able to stress similarities in day to day life as well as looking at differences
- Children and practitioners alike increase their learning about a range of issues to do with race equality from the presence of a persona doll in the childcare setting
- Children's raised awareness of issues to do with the doll may not be immediately evident
- Raised self confidence of lone ethnic minority children in a group

8. APPENDICES

CURRICULUM LINKS

Using Persona Dolls can impact on many areas of a young child's development including the **Early Learning Goals** listed below.

EARLY LEARNING GOALS

UNDER 5s Personal and Social Development

By the end of the foundation stage, most children will:

- be confident to try new activities, initiate ideas and speak in a familiar group;
- maintain attention, concentrate, and sit quietly when appropriate;
- have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others;
- have a developing respect for their own cultures and beliefs and those of other people;
- respond to significant experiences, showing a range of feelings when appropriate;
- form good relationships with adults and peers;
- work as part of a group or class, taking turns and sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously;
- understand what is right, what is wrong, and why;
- consider the consequences of their words and actions for themselves and others;
- understand that people have different needs, views, cultures and beliefs, which need to be treated with respect;
- understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

UNDER 5s Communication, Language and Literacy

- use language to imagine and recreate roles and experiences;
- use talk to organize, sequence and clarify thinking, ideas, feelings and events;
- sustain attentive listening, responding to what they have heard by relevant comments, questions or actions;

UNDER 5s Knowledge and Understanding of the World

find out about past and present events in their own lives, and in those of their families and other people they know;

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- begin to know about their own cultures and beliefs and those of other people;

In the government *Guidance Developing the global dimension in the school curriculum* (DfES/DfID Guidance, Curriculum and Standards. March 2005) eight key concepts are identified for incorporating the global dimension in the curriculum from Foundation Stage onwards.

Global citizenship
Conflict resolution
Social justice
Values and perceptions
Sustainable development
Interdependence
Human rights
Diversity

Recommended activities at FOUNDATION STAGE in the following specific areas of learning include :-

Children

‘listen to and discuss stories from different countries about issues of right and wrong, the needs of others and how we can help one another’

‘discuss the unfairness of bullying people due to physical appearance, for example, through stories’

‘In conflict situations, are encouraged to consider others’ feelings and suggest appropriate ways forward. They also do this when not directly involved in a conflict through discussing photos, stories and through puppets’

‘talk about how their behaviour affects others. They consider what might happen if they acted differently’

‘can be encouraged to imagine ways of life based on common or familiar experiences: similarities can be emphasised as well as differences’

KEY STAGE 1

Children

‘develop a sense of their own worth and the worth of others’

‘develop a sense of themselves as part of a wider world and gain awareness of a range of cultures and places’

‘begin to understand how they and the place where they live are linked with other places in the world’

‘learn about their own and other people’s feelings’

‘develop their ability to empathise’

11. Resources

WEDG has a collection of persona dolls that are available for loan as well as a training video and support book

WEDG
World Education Development Group
98a Broad Street
Canterbury CT1 2LU
Tel 01227 766552
wedg@wedg.fsnet.co.uk

Persona Dolls can be bought from:-

Persona Doll Training
51 Granville Road
London N12 0JH
(see website below)

- *Combating Discrimination: Persona Dolls in Action* 2001- Babette Brown
- *Unlearning Discrimination in the Early Years* 1998 – Babette Brown, Trentham Books
- *Persona Dolls in Action* - video and support book from Persona Doll Training (see website below)
- *Developing the global dimension in the school curriculum* (DfES/DfID Guidance, Curriculum and Standards. March 2005)
- *A Curriculum for Global Citizenship* (Oxfam 1997)

Websites

- www.dfid.gov.uk
- www.persona-doll-training.org

A very useful website, especially the page where persona doll users share their experiences and exchange ideas

- www.wedg.org.uk

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Minster Day Nursery, Minster in Thanet
Dame Janet Nursery, Ramsgate
Courtstairs Lodge Nursery School, Ramsgate
Callis Grange Nursery and Infant School, Broadstairs
Brambley Hedge Children’s Centre, Dover
St Teresa’s Catholic Primary School, Ashford
Rainbow Pre-School, Dover

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