



Foundations of Inclusive Child Care Training –Facilitated Groups

Printable Activity Guide

All of the activities in this guide are optional, and you are encouraged to select them on the basis of how helpful they would be in your group.

Be sure to print this entire activity guide single sided to complete the activities of your choosing and group discussion questions.

Submission of this document is NOT required

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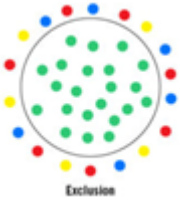
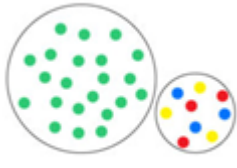
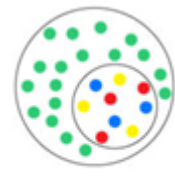
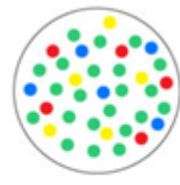


Module One – Inclusion, Laying the Foundation

Activity 1.1 What Is Inclusion, Integration, Segregation, and Exclusion in Child Care Settings?

Flip card activity - Instructions: print the following sheet and cut out each card.

Fold the card so that the text is hidden from view. On the front side of the folded card there is an image (either exclusion, segregation, integration or inclusion). Observe the image and try to define the term in the context of child care. Afterwards, unfold the card and check the definition of the term.

 <p>Exclusion</p>	<p>EXCLUSION, in the context of child care, occurs when certain children are intentionally or systematically excluded from accessing and participating in a child care program.</p>
 <p>Segregation</p>	<p>SEGREGATION, in the context of child care, occurs when specific groups of children, such as children with support needs, are not receiving the necessary supports to participate alongside their peers in a regular program and are therefore placed in a specialized or segregated child care setting or remain at home.</p>
 <p>Integration</p>	<p>INTEGRATION, in the context of child care, occurs when children of all abilities are included within the child care setting and share physical spaces however programming is not adapted to meet specific needs. Some children who may need one-on-one support or activity modifications to fully participate are still kept separate from the group.</p>
 <p>Inclusion</p>	<p>INCLUSION, in the context of child care, occurs when all children are welcomed, supported, and valued, and the program supports the strengths and needs of each child. Programming is adapted and appropriately reflects diverse interests and abilities, which allows all children to participate meaningfully in all aspects of the child care program. Children who may still require individualized support or activity modifications to participate are fully included in the group.</p>



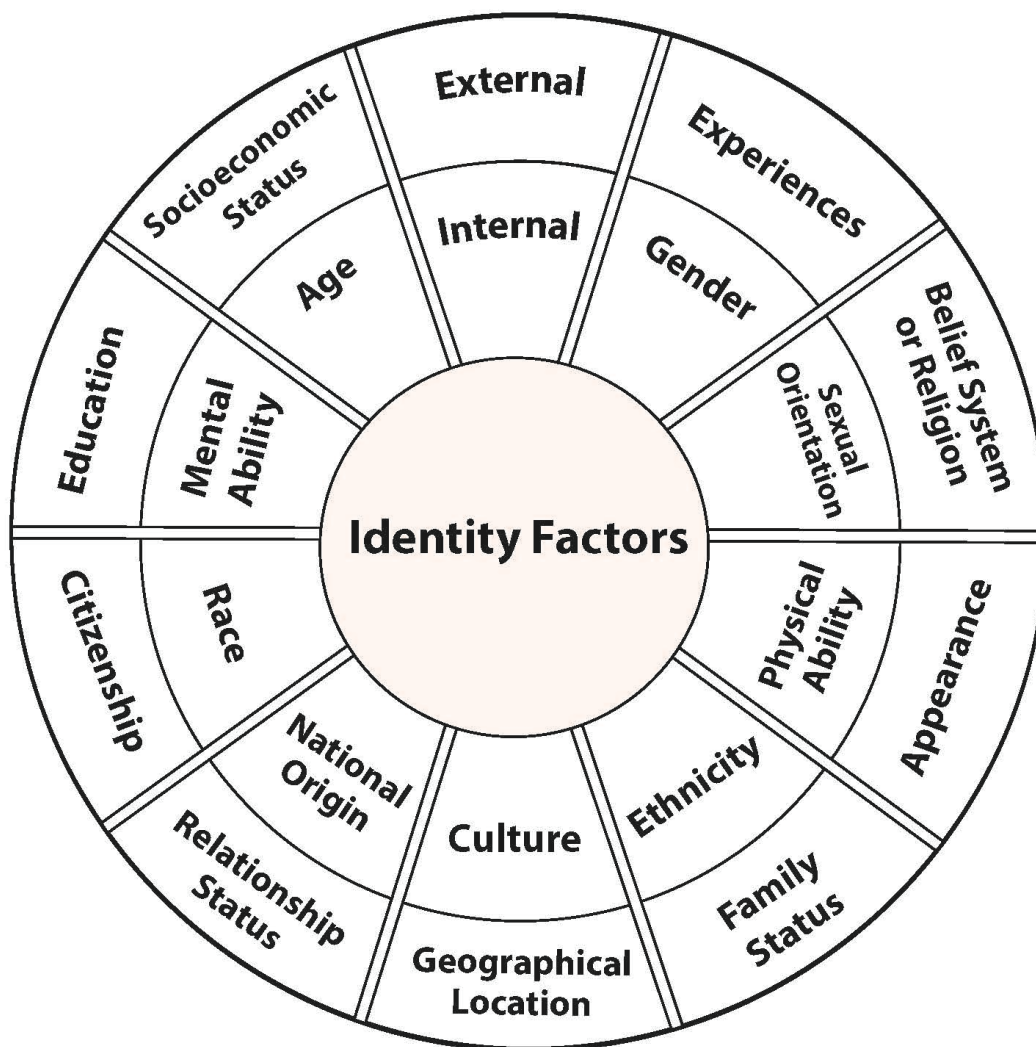
Activity 1.2 Identity and Intersectionality

The identity factors in the following figure represent a range of possible traits. This is not an exhaustive list, but highlights a variety of beliefs, attitudes, and expressions that make us different as individuals. Each person will have their own unique set of attributes and experiences overlapping and interacting with one another; together these create diversity. What are some of the most important identity factors about yourself that impact your work?

Instructions:

Part 1: Print the figure below, identify 3-5 personal identity factors that most affect your practice and colour them in. Reflect on why you have identified these specific factors, what stood out to you, and in what way they influence your current interactions at your child care program.

Part 2 (optional): On the back of the printed and coloured figure, write your reflections on how the identity factors you identified in Part 1 affect how you see the world more broadly, including outside your work. How do you think your identity affects your ability to assess your own biases, experiences, and views? What are potential ways of overcoming your own “blindspots”?





Activity 1.3 Example of a Strengths Mapping Exercise

Try the strength-mapping exercise with yourself or a member of the group. Once you familiarize yourself with the exercise, you can apply this tool with families. Use the strengths-mapping exercise to help visualize existing supports and to select the most effective approaches and strategies.

Instructions:

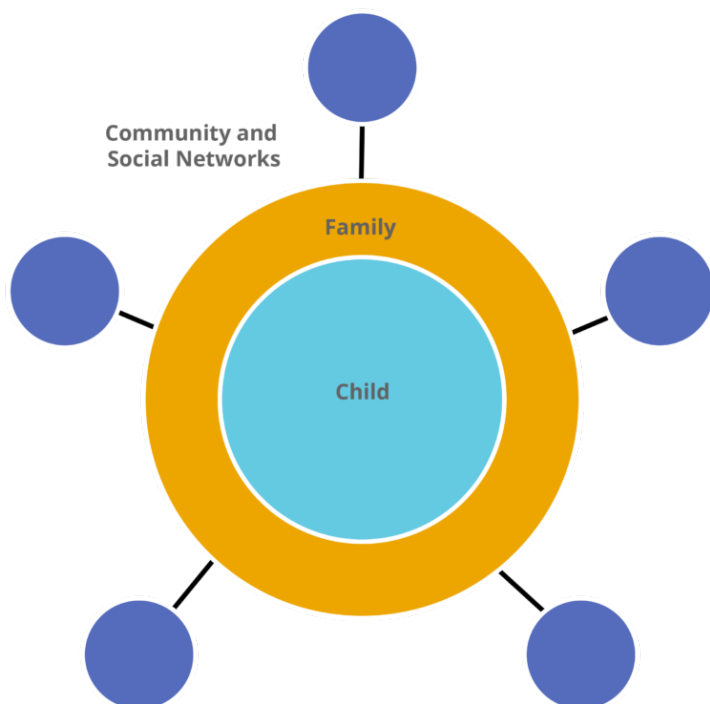
Print the Strengths mapping tool on the following page and begin at the center of diagram and write the answers to the following questions in the center circle:

- What are the child's strengths?
- What are their interests, skills, and talents?
- What would you, as the caregiver, like the child to achieve?
- Are there any developmental goals or desired outcomes?
- Are there any unmet needs?

Now move to the Family ring and write the answers to the following questions on that ring:

- Which family members support the child? What are their skills and abilities?
- Who is important in this child's life?
- What is important to the family for their child's development?
- Lastly focus on the smaller outer circles outside the central circle and ring, these represent the community supports and social networks. Write the answers to the following questions on those outer circles:

- Does the child currently attend any programs?
- Are there any spaces or areas in the community where the child enjoys spending time?
- Are there any services and programs that can help meet developmental goals?





Module One Group Discussion Questions

Print this sheet of paper and record the group thoughts on the following:

- Identify four key elements that define inclusion.
- Discuss how individual experience and identity shape our perspectives.
- Re-build the Cultural Safety trajectory.



Module Two - Inclusion in Development: Social-Emotional Well-being and Development

*There are no printable activities in module two please proceed to Group Discussion Questions below

Module Two Group Discussion Questions

Print this page and record the group thoughts on it:

- Answer this question in a sharing circle where each person offers an example or points out a situation where this would have been helpful.
- What are some examples of a time when inclusive learning opportunities in your centre provided support for children's various learning styles and abilities?



Module Three - Accessible and Inclusive Child Care Environment: Physical Spaces, Equipment, and Resources

Activity 3.1 Lets Explore Our Environment

Instructions:

The following activity is a reflective role play exercise. Print this page and record your reflections on the back of this sheet of paper

Part One: From A Child's Perspective

Instructions: If possible, you are encouraged to get on the ground and walk around at children's eye level. Try to experience the room as if you were a child at the program. Scan the physical environment surrounding you and explore the various settings and spaces at your facility.

- What catches your eye or piques your interest?
- What is your experience as you move from room to room?
- How is the flow of the environment? is it easy to navigate?
- Are there any barriers or limitations in the environment?
- How do you feel (e.g. overwhelmed, excited, inspired)?

Part Two: From Different Perspectives

Viewing the environment from different lenses can help broaden your understanding of the fact that, as individuals, we view space differently. Try switching from the role of a child care provider, to one of a family member, and then to one of child.

- How is the experience different?
- Are there any similarities?
- Are there any experiences or biases influencing the way you experience the environment?
- How does your engagement and awareness of others shift?



Activity 3.2 Environmental Considerations Part One

Below are a number of physical, sensory, or social-emotional environmental considerations.

Instructions:

Print this page and cut out each of the environmental considerations, then paste each into the appropriate category

- Walkways and paths between furnishings can accommodate wheelchairs and walkers
- Children are encouraged to explore interests and passions that may not necessarily conform with societal and gender norms
- Blocks are available in different sizes and weights
- Books reflect diverse abilities and cultures
- Tables and chairs accommodate children's height and size
- Handrails are available in the bathroom and around the toilet
- A visual schedule of the day is available for children to view and refer to
- Modeling clay, textured sand, and finger paints are available
- Children can easily access and reach resources such as books and art supplies
- Quiet spaces are available for children
- Children have adequate time to fully engage in an activity before transitioning to the next



Physical Environmental Consideration	Sensory Environmental Consideration	Social-Emotional Environmental Consideration

Activity 3.2 Environmental Considerations Part One

After completing Part One, print this page and identify other environmental considerations available at your child care program? Add them to the list below:



Physical Environmental Consideration	Sensory Environmental Consideration	Social-Emotional Environmental Consideration

Activity 3.3 Identifying Potential Environmental Adaptations for Your Child Care Program.

The following activity is a reflective role play exercise.

Instructions: Print this page and record your reflections on the back of this sheet of paper



Carry it with you as you walk around your child care facility. As you scan the environment, take notes of any potential changes you can make to help improve access to the program. You can use your responses in the reflective questions above to guide your scan of the child care environment, and refer to the examples of physical, sensory, and social-emotional considerations. You are encouraged to take pictures of your observations to help guide this exercise.

Part 1. Identify five changes you would implement that could lead to a more accessible and inclusive environment and list them in the space below

Part 2 (optional). Discuss your five changes with colleagues. For example, discuss why you selected these priorities? What environmental observations/considerations influenced your responses? Are there any similarities or key differences between your recommendations? Is there the capacity to implement some of these changes at your centre?

1.

2.

3.

4.

5.

Module Three Group Discussion Questions

Print this page and record the group thoughts on this piece of paper:

- Which spaces are most accessible? Which spaces could be strengthened?



- Are current schedules working? Are there any opportunities for improvement?
- In a sharing circle, have each individual reflect on one strength and one opportunity to strengthen the expression of diverse abilities, cultures and perspectives in your centre.
- How is our centre currently support children to explore and connect to community, land and place in a meaningful way? How can we deepen the ways we engage and contribute to build connections, relationships and knowledge?

Module Four - Promoting Positive Behaviour: Accessing Information and Assistance

Activity 4.1 Individual Perceptions of Behaviour

Print this page and fill in the table below:



Part 1: Take a moment to reflect on some of your past experiences that may have impacted your perception of behaviour. Recognizing these influences and being mindful of your implicit biases is an important reflective practice.

Question: How might your own culture and experience influence your expectations and attitudes around behaviour? *For example, in the culture you were brought up in, it is considered a violation of personal space to get closer than one metre to another person. At your child care program, you see one child asking another child to give them some space, and you have a strong negative reaction to the child who is getting in too close.*

Part 2: Building on your response to Part 1, please indicate 2-3 of your strengths as a professional and how you use these strengths to minimize the effects of implicit bias in your practice.

1.

2.

3.

Module Four Group Discussion Questions

Print this page and record the group thoughts:

- Have each individual reflect on the questions in section 4.1 of the workbook and offer one suggestion of something that is either working well right now or could be strengthened. After



the sharing, as a group decide on 3 items that you think are important to continue doing or that need to be improved over the next few months.



Module Five

Activity 5.1 Strengths and Areas of Growth

The purpose of this exercise is to identify strengths and areas for improvement. In section three we will problem solve and identify a plan for future action.

Here you will complete 2 questions for each of the four previous modules.

Instructions:

Print the following two pages and record responses

Here you will complete 2 questions for each of the four previous modules

The first question asks you to think about your strengths as they relate to the central topics of each module.

The second question will prompt you to think about the areas of your inclusive practice as they relate to the central topics of each module that need development. Try to identify where gaps may be and what barriers might be present in your environment.



Module One

Part One: Consider the skills that you already have and the specific strategies that you use which are related to the topics covered in Module 1. What is working well? (Please list 2-4 ideas)

- 1.
- 2.
- 3.
- 4.

Part Two: What are some key strategies, that are missing from your current professional practice? What are some key takeaways and concepts that were new to you when working through this training? (Please list 2-4 ideas)

- 1.
- 2.
- 3.
- 4.

Module Two

Part One: Consider the skills that you already have and the specific strategies that you use which are related to the topics covered in Module 2. What is working well? (Please list 2-4 ideas)

- 1.
- 2.
- 3.
- 4.

Part Two: What are some key strategies, as they relate to Module 2, that are missing from your current professional practice? What are some key takeaways and concepts that were new to you when working through this training? (Please list 2-4 ideas)



- 1.
- 2.
- 3.
- 4.

Module Three

Part One: Consider the skills that you already have and the specific strategies that you use which are related to the topics covered in Module 3. What is working well? (Please list 2-4 ideas)

- 1.
- 2.
- 3.
- 4.

Part Two: What are some key strategies, as they relate to Module 3, that are missing from your current professional practice? What are some key takeaways and concepts that were new to you when working through this training? (Please list 2-4 ideas)

- 1.
- 2.
- 3.
- 4.

Module four

Part One: Consider the skills that you already have and the specific strategies that you use which are related to the topics covered in Module 4. What is working well? (Please list 2-4 ideas)

- 1.
- 2.
- 3.
- 4.



Part Two: What are some key strategies, as they relate to Module 4, that are missing from your current professional practice? What are some key takeaways and concepts that were new to you when working through this training? (Please list 2-4 ideas)

- 1.
- 2.
- 3.
- 4.