

WCC Anti-Bias Preschool Curriculum and Resources



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Curriculum Vision and Intention	4
Vision for Young Children	4
Vision for Families and Educators of Young Children	5
Overarching Topics	5
Curriculum Month 1: Self Esteem, Self Identity, Self Love, Family Pride, and Empowerment	5
Week 1: Self Esteem and Self Love	6
Activity: Self Esteem Poster	6
Activity: I Like Myself! Self Portrait	6
Activity: Affirmation Mirror	7
Activity: YOU ARE Jar of Positive Affirmations	7
Activity: Confidence Cookies: Self-Esteem Questions	8
Activity: Positive Self-Talk Bracelets	8
Week 2: Self Identity	9
Activity: Self Portraits	9
Activity: Preschool Interview	10
Week 3: Family Pride	10
Activity: Who lives in your house?	10
Activity: House Puzzle	10
Activity: My Family Wall	11
Week 4: Empowerment	11
Activity: The Dot Book and Activity	11
Activity: Dear Girl Thank you Postcard Activity	11
Activity: Dear Boy I Can Do Anything Activity	12
Activity: Rosie Revere Engineer Activity	12
Activity: What is your Super Power Activity	14
Activity: The Wonderful Things You Will Be Activity	15
Self Esteem Books and Resources for Kids	16
Curriculum Month 2: Understanding, Acknowledging and Appreciating Diversity and Differences in Self and others	17
Week 1: Diversity	17
Activity: Diversity: Differences make us Unique	17
Activity: Shades of People	18
Activity: The Color of Us	18
Activity: The Skin You Live In	19
Activity: Talking about Diversity with Children Using Playdough	20
Activity: Egg Cracking Activity	21
Week 2: Contrasting Cultural Difference and Similarities	21
Activity: The People in Our Families Bulletin Board	21
Activity: "Our Families" Class Book	21
Activity: Family Shelf	22

Activity: Classroom Labeling Project	22
Activity: “The Ways We Speak” Book/Poster Project	22
Activity: Learn a simple song in another language	22
Activity: Cooking “The Many Ways our Families Eat”	23
Activity: Music “The Many Ways our Families Sing, Dance, and Make Music”	23
Week 3: Physical Differences and Similarities	23
Discussion: What is skin for?	23
Activity: Life Size Self Portrait	24
Activity: Skin Tone Portraits	24
Activity: Handprint Wall Chart	24
Activity: Hair and Face Matching Game	24
Week 4: Appreciating Differences and Diversity in Self and Others	24
Activity: Skin Tone Portraits	24
Diversity and Differences Books for Kids	24
Books about Differences for Kids under 3	27
Curriculum Month 3: Recognizing Unfairness, Developing the language to describe unfairness and Understanding that unfairness hurts.	27
Week 1: Recognizing Unfairness	28
Activity: Fair and Un-Fair Flags and Discussions	28
Activity: That’s Fair/That’s Unfair Sorting Charts	29
Activity: Practice Taking Turns	29
Activity: Notice Fair and Unfair	29
Activity: Praise Fairness	30
Activity: Sharing Toys Fairly	30
Activity: Why Be Fair	30
Activity: Fairness Skit	30
Activity: Story of Fairness	30
Activity: Standing in Another’s Shoes	30
Activity: Listening: A Step to Fairness	30
Activity: Fairness Treats	31
Activity: Meet a Character: Guisto	31
Activity: Fair Play Box	31
Week 2: Developing the language to describe unfairness	31
Activity: The Eggs-Periment	31
Week 3: Understanding that unfairness hurts	32
Activity: Kind Words/Unkind words Sorting Charts	32
Activity: I can Change the World with my Two Hands	33
Activity: Fairness Catcher	33
Books about Fairness	33
Curriculum Month 4: Demonstrating empowerment and the skills to be positive change makers (Service Project)	34

Week 1: Understanding Prejudice and Discrimination	34
Discussion: What is racism?	34
Activity: That's Right/That's Wrong	35
Activity: What would you do?	35
Week 2 : Developing skills to participate in Causes important to every human and be a positive change maker	36
Week 3 and 4: Demonstrating Empowerment	36
Articles Parents and Educators	38
Bibliography	38

Curriculum Vision and Intention

The purpose of our Anti-Bias preschool curriculum is a 3-fold approach that educates and supports young children, their families, and teachers in the early education space. The question we seek to answer and instill in early educators, parents and children is “How do we develop intentionality, self-awareness, acknowledgment and change around racism, bias, and difference?”

Vision for Young Children

Our goal is to develop in children 5 and under a positive sense of self, an awareness and appreciation of differences in self and in others, to help children to develop the ability to understand race, difference and how to live in diverse and inclusive environments, and to provide activities, books, and resources that meet the four core-goals of Anti-Bias education:

Goal 1: Each child will demonstrate self-awareness, confidence, family pride, and positive social identities.

Goal 2: Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections.

Goal 3: Each child will increasingly recognize unfairness, have the language to describe unfairness, and understand that unfairness hurts.

Goal 4: Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.¹

¹ *NAEYC*, www.naeyc.org/resources/topics/anti-bias-education/overview.

Vision for Families and Educators of Young Children

Our goal is to develop in families an understanding of the constructs of racism, bias, power and difference. We want to develop a vehicle for hard conversations are commonplace and where reflections on history, past experiences and beliefs are dismantled. We want parents to understand bias and how it works and to understand the construction of racism and how it continues to live on even in their own lives. We want them to understand what microaggressions look like and how they perpetuate the thoughts, feelings, and ideas of racism. In addition, it is our goal to provide activities, books, and resources that answer the following questions adapted from NAEYC's goals for Anti-Bias Education, for both families and educators:

(ABE Goal 1) To what degree, or in what ways, do I nurture construction of a knowledgeable, confident self-identity and group identity in myself?

(ABE Goal 2) How do I promote my own comfortable, empathetic interactions with people from diverse backgrounds?

(ABE Goal 3) In what ways do I foster my critical thinking about bias?

(ABE Goal 4) Under what circumstances do I cultivate my ability to stand up for myself and for others in the face of bias?

What are the challenges to achieving these goals in my life?

What might be ways for me to develop each of these goals in my work? in my personal life?²

Overarching Topics

- Self Esteem, Self Identity, Self Love and Empowerment
- Understanding, Acknowledging and Appreciating Diversity and Differences in self and others
- Recognizing Unfairness, Developing the language to describe unfairness, and Understanding that unfairness hurts.
- Demonstrating empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions

Curriculum Month 1: Self Esteem, Self Identity, Self Love, Family Pride, and Empowerment

PURPOSE:

² NAEYC, www.naeyc.org/resources/topics/anti-bias-education/overview.

When children feel confident and secure, they're more likely to succeed in school and achieve personal goals. As they get older, they learn to confront problems and resist peer pressure. More important, having a positive self-image helps a child feel happy and capable of maintaining personal relationships.

Self-esteem helps kids cope with mistakes. It helps kids try again, even if they fail at first. As a result, self-esteem helps kids do better at school, at home, and with friends. Kids with low self-esteem feel unsure of themselves.

The benefits of teaching self-love to children are that they are likely to try new things, take on challenges, strive to do their best, and cope with and learn from their mistakes better. It makes life less stressful for them and they are not afraid to ask for help when needed.

Teaching pride in ourselves and others makes children more grounded, more tolerant, and more understanding.

Lastly, Empowerment is a key factor in building resilience, which enables children to bounce back from whatever life throws their way. When children understand that they are powerful creators in their own worlds, they develop a sense of self-respect. Self-respect enables children to better respect and value others.

Week 1: Self Esteem and Self Love

Activity: Self Esteem Poster

Supplies Needed:

- Water Color Paper
- Permanent Black Ink Pen
- Water Colors
- Projector or Flashlight

Process:

Have children sit for a silhouette drawing, using either a flashlight or a projector. In group ask each child the following question: "What do you like about yourself?". Write down what they saying the inside of the silhouette. Invite friends to say what they like about the child and write those down in the outside of the silhouette. Give the children watercolors to add color to themselves. Explain to the children that the color represents how we are all different and beautiful in our own ways. Hang the artwork in the classroom.

Activity: I Like Myself! Self Portrait

Supplies Needed:

- I Like Myself! By Karen Beaumont
- Mirror

- Paper with head and shoulders outline
- Crayons (Lakeshore People colors or Crayola Multicultural Crayons)
- Markers
- Yarn in different colors, black, yellow, brown and orange
- Curling Ribbon in different colors: black, yellow, brown and orange

Process:

After I reading the book, give the students the head outline shown. They would have to make the head look like them. Give them mirrors so they could make sure their portraits were as accurate as possible. Provide them with different colored yarn or curling ribbon (pre-curled) for their hair. Next ask them what they like about themselves and on the shirt write "I like me because _____" and fill in the blank with their response. Display these in the classroom for Open House or just in general in the classroom.

Activity: Affirmation Mirror

Supplies Needed:

- Heavy Cardstock
- Small Mirrors
- Colorful Sequins
- Glue

Process:

Fill the border around the mirror with colourful sequins, reminding the children of the color & sparkle they each bring to the world! To each mirror we add a simple statement like: "There's only one me and I am Awesome!". You might like to suggest they look in the mirror first thing in the morning & say an affirmation out loud.

Sample affirmations:

I am Bold	I am Beautiful	I am Amazing
I am Smart	I am Strong	I am Brave
I am Kind	I am Special	I am Loved

The important thing is that they see their own reflection as they say each affirmation. And if they don't say affirmations every day just having this mirror hanging in classroom room to act as a reminder of their qualities & unique gifts.

Activity: YOU ARE Jar of Positive Affirmations

Supplies Needed:

- Large Plastic Jar
- Wooden Name Cards
- Markers
- Heavy Cardstock

Process:

Find a jar with a lid—something wide enough for fingers to reach inside.

Optional: Decorate the lids with a photo, ribbon, old cards, or a collage. Use pretty bits you already have on hand. Add a label with the text: 'YOU ARE...' on the jar. Put in a bunch of positive adjectives inside the jar. You can print them on decorative scrapbook papers or wooden name tags, hand write them on blank 3 x 5 cards, cut strips out of wrapping paper.

Adjectives to use for tags inside the jar:

amazing	wonderful	incredible	brave	strong	creative
fascinating	rare	funny	sweet	playful	bright

For message tag on the outside of the jar:

Attach a message tag with a personal note and expression of love along with the directions. Here are a few examples:

Directions: Shake jar, pull out a card, and say out loud..."I AM (the word on the card)." Never ever forget that YOU ARE...loved.

OR

Once a day, please reach into the jar, pull out a card, and say out loud, "I AM (the word on the card)." You are truly one of my dearest students and I want you to be reminded how special YOU ARE...

Activity: Confidence Cookies: Self-Esteem Questions

Supplies Needed:

- Self Esteem Cookie Packet included

Process:

Give your students a self-esteem treat with these 90 confidence raising sprinkled cookies.

Directions: Place the laminated confidence cookies into an empty tissue box or plastic jar to be decorated cookie labels. Student will read and respond to the self-esteem questions that are pulled from the cookie jar. Encourage feelings expression, peer validation, and positive reinforcement.

The confidence cookies may be used for many diverse needs, such as classroom brain breaks, individual counseling, group ice breakers, or group therapy.

An additional set of the same 90 questions in monochromatic colors included for legibility, along with black and white cookies for color friendly printing. Blank cookies also included for personalizing.

Activity: Positive Self-Talk Bracelets

Supplies Needed:

- Stretchy Jewelry Elastic
- Star Shaped or Heart Shaped Beads of all colors
- Wooden Alphabet Beads

Why:

Positive self talk can make a big difference for kids! From seeing that big test in front of them, to walking into a new classroom full of strangers, to gearing up for a big game...kids can become overwhelmed and stressed out from daily tasks. Teaching kids positive self talk can be a minor tool to use in building confidence, easing anxiety, and helping with attention and focus.

Self talk does wonders for kids (and adults!) Self-talk can boost self-confidence, self-esteem, self-control, and influence impulse decisions. When kids are in a situation where they question themselves or put themselves down in their minds, they can end up struggling even more.

Process:

Next, spread out the beads and start talking with your kids about positive self talk!

Talk to your kids or students about the power of self-talk. Ask them how they feel when they hear positive and negative self-talk statements. Show them how they can identify with these feelings during situations in school, on the sports team, or when with friends.

Each child is different, but there are common concerns that kids might have. From anxiety over a test to feeling self-conscious around peers, a positive thought can really help.

Assign each of the colored beads to a positive statement. Then help your students to pick out the statements that speak to them. Use the alphabet beads to create a positive statement they can see on their bracelet. Ideas include: "It's ok!", "Yes I can!", or "I can do this". If the children you're working with don't want to put words on their bracelet, they can just assign colors to different positive thoughts and add them to their bracelet.

When children wear their bracelet, they can see and feel the colors and remember positive thoughts!

Week 2: Self Identity

Activity: Self Portraits

Read the book *Two Eyes, a Nose, and a Mouth* during circle time. Hand out mirrors and have the children look closely at themselves. Discuss how our faces, nose and eyes have different shapes and how our eyes have a different color.

Give the children watercolor paper and black markers to do a line sketch of their face and then cut out their portrait. Have skin color paints available and let the children compare their paint to their skin color until they find a match and then

use that color to paint the skin of their self-portrait. After it air-dries let them add in the hair, eyes and nose. Mount their self-portraits on construction paper and ask the child, what they like about themselves and write it for them on the construction paper. Add a small photo of the child on the construction paper.

Mount the self-portraits on a bulletin or corkboard, labeled "We Are Different, Which makes us all Special".

<http://mrsmymerskindergarten.blogspot.com/2013/09/we-are-alike-we-are-different.html>

Activity: Preschool Interview

Using a list of questions ask each child, one per day and record what they say on a nice cardstock. Mount a picture of them to card stock, along with the list of questions. Post your classes preschool interviews in the classroom.

Week 3: Family Pride

Activity: Who lives in your house?

Children use popsicle sticks and stock to make an A-Frame House, then use markers to draw who lives in their house.

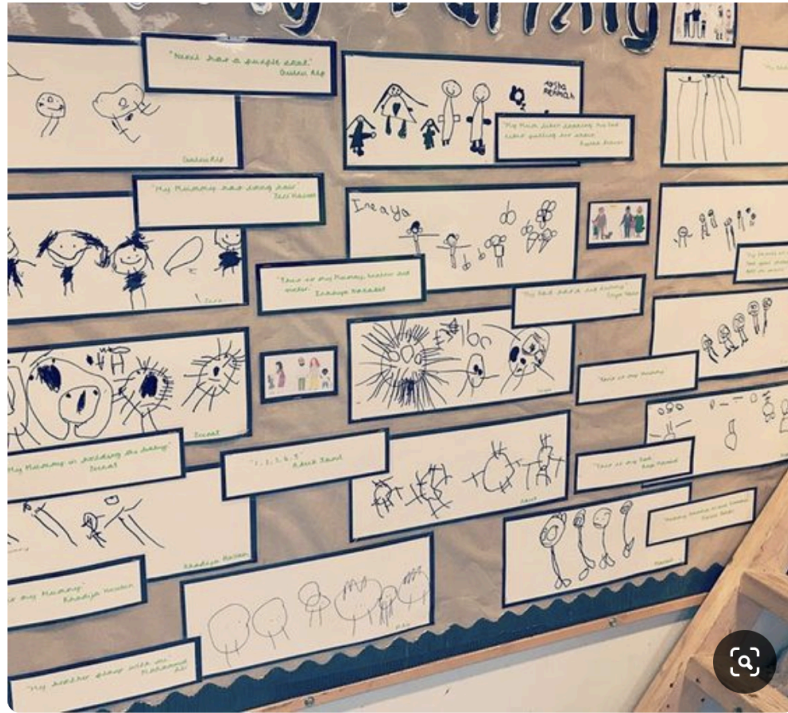


Activity: House Puzzle

Create a large house from card stock and cut into puzzle pieces. Give each child a piece of the puzzle to decorate and then put them all together to show that we are all different, different types of families, etc, but when we come together we are complete.

Activity: My Family Wall

Give children cardstock and ask them to draw a picture of their family. Ask them a question about their family, like “What is special about your family”, “What do you like to do as a family?”, “What is your favorite place to visit with your family?” and writing what each child says on a separate piece of cardstock. Arrange the pictures and sentences on a wall or butcher paper.



Week 4: Empowerment

Activity: The Dot Book and Activity

Read the book “The Dot” and discuss it with your class. Give each child a sheet of paper and let them know that they too can leave their mark on the world. Let them know that they can design, color, paint the dot anyway that they choose. Let them know that today and in the future that they can do anything they put their mind to.

Activity: Dear Girl Thank you Postcard Activity

Read the book “Dear Girl”, and discuss, have the children design a postcard to themselves that they will mail to themselves. On one side they can decorate the card any way they like and on the other side format the card so that there is a section to write a note and a section to fill in their address, as such:



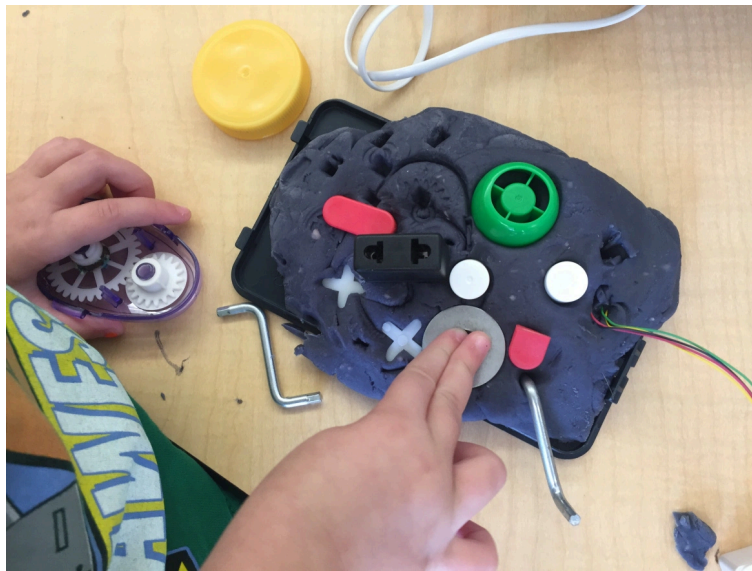
Ask the children, What is something special that makes you, you? You would then let them know that they can thank that special part of them every day. For example, "Thank you, Red Hair". Then write a note on the postcard note side that says: Thank you, Red Hair. You make me special and unique". Add their address and drop all the postcards for your class in the mail.

Activity: Dear Boy I Can Do Anything Activity

Read the book "Dear Boy", and discuss then play a game of "Can you Do it?". Make a chart of 6 of things a boy or a girl can do. Some examples are jumping, stomping, sitting quietly, raising a hand, saying thank you or please, etc. Assign a number to each item on the list and have each child roll the dice and then do the action that the number on the top corresponds to.

Activity: Rosie Revere Engineer Activity

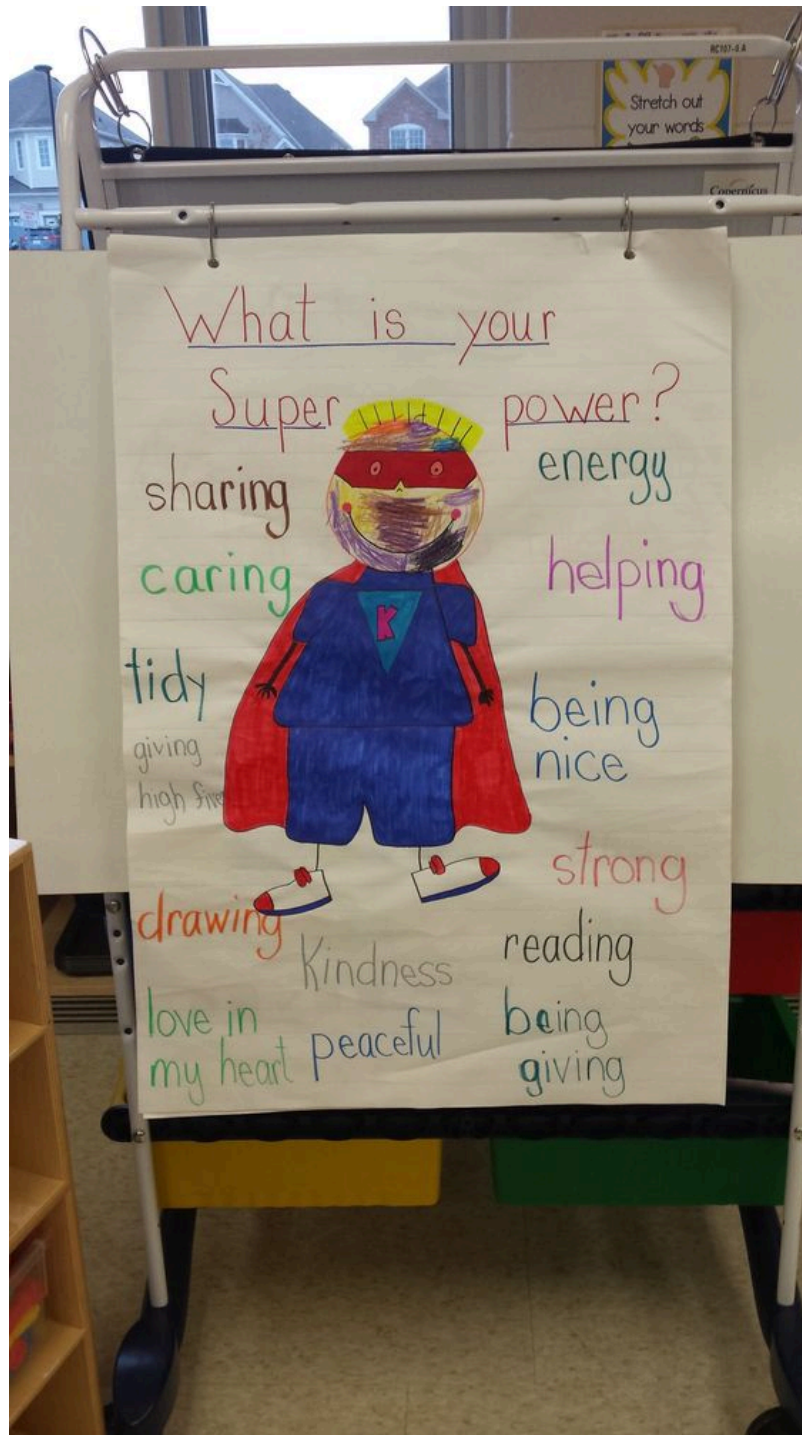
Read the book "Rosie Revere Engineer" and discuss during circle time. Talk about Rosie thought she could and so she could and how you can do whatever you put your mind to. Send home a note asking parents to send old electronic materials that you could use. Thoughtfully set up a makers table with playdough, the electronic materials you collect, plastic bottle caps and any other loose parts you can find. Include a sign that says "What can you create or invent?" and allow the children to use the items to make their own inventions.





Activity: What is your Super Power Activity

Bring out a large sheet of butcher paper and write, "What is your Superpower?" and draw a Superhero that the children in your classroom can color in. Then ask the children what are some of the things that they can do to help a friend, a teacher, their parents, themselves, these are their super powers.



Activity: The Wonderful Things You Will Be Activity

Read the book, "The Wonderful Things You Will Be" and discuss. There are two activities that can be done with this book as a backdrop.

1. What wonderful Things Could I Do? activity.
 - a. Take a picture of the child and put it in the Wonderful Things you can do file in Canva and print out for the child. Ask to draw a picture of what wonderful thing they can do for a friend, teacher, parent or the world. Ask the child about their drawing and write what they say about their wonderful plan.
2. What wonderful Thing could I be? discussion.

- a. Have a discussion with the children about what they want to be when they grow up. Pay close attention and correct any gender/job misconceptions. Point out that women/girls and Men/boys can do any job. Example: Women can be firefighters and Men can be nurses, etc.

Self Esteem Books and Resources for Kids

Dazzling Travis: A Story About being Confident & Original by Hannah Carmona Dias and Brenda Figueroa

Beautiful, Wonderful, Strong Little Me! by Hannah Carmona Dias and Dolly Georgieva-Gode

I Like Myself! Paperback, by Karen Beaumont

Dear Girl, by Amy Krouse Rosenthal , Paris Rosenthal

The Invisible Boy, by Trudy Ludwig and Patrice Barton

Spaghetti in a Hot Dog Bun: Having the Courage To Be Who You Are, by Maria Dismondy , Kathy Hiatt, et al.

I'm gonna like me: Jamie Lee Curtis

I Like Me! (Picture Puffin Books): Nancy Carlson

The Skin You Live In by Michael J. Tyler

I Am Enough by Grace Byers

Dynamite by the Alphabet Rockers: <https://youtu.be/jepxZWR3EH0>

What Do You Do With an Idea? by Kobi Yamada and Mae Besom

What Do You Do With a Chance? by Kobi Yamada and Mae Besom

What Do You Do With a Problem? Kobi Yamada and Mae Besom

Rosie Revere, Engineer by Andrea Beaty and David Roberts

The Wonderful Things You Will Be by Emily Winfield Martin

Ada Twist, Scientist Hardcover by Andrea Beaty

Iggy Peck, Architect Hardcover by Andrea Beaty

Sofia Valdez, Future Prez (The Questioners) by Andrea Beaty

Rosa Pionera, ingeniera / Rosie Revere, Engineer (los Preguntones), by Andrea Beaty

Curriculum Month 2: Understanding, Acknowledging and Appreciating Diversity and Differences in Self and others

PURPOSE:

Challenging gender roles and including diverse cultural representations through play allow children to identify with and acknowledge difference and culture. By acknowledging, respecting, and representing a range of family types children are able to develop a sense of belonging and identity.

“Supporting diversity in early childhood programs is a two-pronged process: helping children to feel good about themselves, their families, and their communities, and also exposing children to differences, things that are unfamiliar, and experiences beyond their immediate lives.”

Week 1: Diversity

Activity: Diversity: Differences make us Unique³

Supplies Needed:

- Shades of People by Shelley Rotner and Sheila M Kelly
- The Colors of Us by Karen Katz
- The Skin You Live In by Michael Tyler

Process:

As you read each book, spend time locating the title and author. Also, find the front and back covers along with the title pages.

Introduction:

Diversity Discussion Starter: What colors of skin can different people have?

PEOPLE OUTLINE: As students answer about skin colors, have volunteers color each person a different color. We love the idea of having a pack of Crayola Multicultural Crayons, Assorted Specialty Colors, Box Of 8 (click on the underlined words to purchase via Amazon.com.) As students discuss different skin colors, they can use the Multicultural Crayons to color in the people. These posters can serve as a visual representation as you go through the diversity unit.

³ F, Alyssa, et al. “Diversity: Differences Make Us Unique.” *The Kinder Corner*, 5 Feb. 2019, www.thecurriculumcorner.com/thekindercorner/diversity-differences-make-us-unique/.

Children this age need concrete evidence for their understanding. If you would prefer, post the people in the room uncolored and have students color in the forms as part of your unit conclusion.

Activity: Shades of People

Read the book, *Shades of People*

Introduce Vocabulary: Shades – range of colors between dark and light (example: white, gray, black)

To help students better understand the concept of shades, place a large bucket of assorted crayons in the center of your class discussion. Have each student find a red crayon (make sure there are not enough true red crayons for every student.) When each student has found a crayon, compare the different colors they see and explain that each is a shade of red.

Diversity Egg Lesson (science):

One page in the book says “Our skin is just our covering, like wrapping paper. And, you can’t tell what someone is like from the color of their skin.” Use this Eggs: Alike or Different recording page. Show the students different eggs (such as white and brown). Have them show what they see on the outside. Then, they will predict what the inside of the egg will look like based on their observations. Once the eggs are open, students will record what they see. Compare what we learned from the eggs and relate it to the passage in the book.

Shades of our School Book Project:

Create a book, called “Shades of our School”. Take pictures of adults and children around the school. Walk around the school as a class and look for shades of people in other places throughout the school. Use the pictures in a class book. Put a picture on each page and then do a group writing activity using two sentences. One will tell what the person looks like on the outside. The next will tell something about the person on the inside.

Activity: The Color of Us

Read the book, *The Color of Us*

Introduce Vocabulary: Similar – When things are alike. Different – When things are not alike.

To reinforce the vocabulary words, we suggest using concrete items. Gather familiar items, possibly an apple, orange, chocolate and lollipop. Have students identify which items are similar and explain how they are similar (an apple and orange are fruits, shaped like spheres, juicy.) Then students will find objects that are different (an orange and chocolate.) They will explain how the items are different. Continue to review these vocabulary words throughout the week.

The book *Colors of Us* can be used to get children thinking while they listen to the story. While reading ask questions:

After looking at the cover of the book and hearing the title of the story what do you think this book will be about?

After reading the first page asks, "How old is Lena?" After soliciting answers ask "Why does Lena say she is the color of cinnamon?"

After reading about Isabella ask, "Does Isabella's skin color look like the color of chocolate cake?"

After reading the story ask, "Do you think it is okay that Lena and her friends are different colors?"

Lead a class discussion on foods that each child's skin can be compared to. Create a class book using photos of the students and the food that matches their skin color. Students will share their name and the food they can compare their skin color to. Have students draw a picture of themselves or take a photo to add that emphasizes the color.

Hand Print Art: Have students trace their hands. Then have student work together to mix paints till they get the shade of their skin. Color in the outline of their hand and then cut it out. Hang hands on bulletin board under the title "The Colors of Us".

Activity: The Skin You Live In

While reading ask questions:

After reading the page "It's baby born new skin and your family too skin, and glows when it shows that it knows we love you skin!" Ask students if the people pictured on the page is a family. Why or why not?

After reading the book discuss how in our class we are the same or different. What makes each of us special in our classroom?

In My Skin Book Project: Give each student a sheet of cardstock. Students draw a picture of what they do in their skin. When all students have completed the task, you can put the pages together to create a class book. For the cover, take a picture of your class.

What Makes Us Special? Use a Venn Diagram to conclude your study. Have students work with a partner to Pick two characters from a book and list ways they are alike and different.

Songs

Songs can be a great way to get students moving and to help them remember what is being studied. Here are two songs we like that fit this study on diversity:

Sesame Street : Color of me Song
Everyone is Different by Lanny Sherwin

Videos

Show kids this short Elmo video featuring Lupita Nyong'o. During the video they talk about all of the great things about their skin and that skin comes in all different colors and shades.

<https://www.youtube.com/watch?feature=youtu.be&v=xlC2hHECZ6Y&app=desktop>

Activity: Talking about Diversity with Children Using Playdough

Making rainbow of colored playdough (red, orange, yellow, green, blue, and purple) all colors that they would know is a great way to talk about diversity with young children. Start by making plain white playdough with the children, allowing them to add the necessary ingredients. When it is done, talk about what it looks like, how it feels, smells, etc.

Tip: For extra sensory for younger kids you can add a scent to you playdough (ex. peppermint) and/or a texture (ex. cornmeal) to help grasp that it smells and feels the same.

Divide it into smaller sections, to each section I added a color of the rainbow to it and allow each child to mix in the color. Watch the playdough take on the color they added.

Next we talk about the playdough again. Discuss that even though they were now different colors, were they any different? Nope, it was still playdough and it still looks, feels, and smells the same.

Now mix all the different colors of playdough together, getting even more colors. Did this change it? Nope! It was still the same playdough just a different color.

Then talk about how people can be like playdough. How everyone is different but we are all still people and were all still made up the same even if our color is different from someone else.

Just like the playdough, our skin color can be different, but what we are made of is all the same.

Working with younger children, some topics can be tricky to discuss or explain. With the help and visual of the playdough, younger kids can really get an idea of the word "diversity" and we can all look different but, on the inside, we are all made up of the same ingredients.

Easy Playdough Recipe

3 Cups Flour

3/4 Cup Salt

3 Tablespoons Cream of Tartar (you can find this cheapest in the bulk spices)

3 Tablespoons of Oil

3 Cups water

- 1) Start by mixing your flour, salt, cream of tartar, oil, and water in a medium saucepan.
- 2) Whisk your ingredients together until your mixture is smooth and clump free.
- 3) Cook your playdough in the saucepan over medium heat, mixing constantly with a wooden spoon or a spatula.
- 4) Mix until it takes on a dough-like consistency.
- 5) When it looks done remove from the pan on to your counter top and let cool until its easy to handle.

Activity: Egg Cracking Activity

The goal of this activity is to show the children that people may look different on the outside, but that we are all the same on the inside.

Start by giving each child white egg and brown egg with faces drawn on them. Ask questions and discuss how eggs are similar and different, just like people. Then ask them to predict whether the inside of the eggs would be the same or different. Have the children crack open the eggs and then ask them if they had predicted wrong or right. Were they the same or different? Discuss how people are all different, but inside we are the same.

Week 2: Contrasting Cultural Difference and Similarities

Activity: The People in Our Families Bulletin Board

Borrow or take photographs of all the people who live with each child and any others seen by the child as part of the family. Make a bulletin board "The People in our Families Bulletin Board". Label each photo with the person's name and relationship to the child. Talk with the children about similarities and differences among their families in terms of who lives in each household. (Derman-Sparks and Edwards, n.d.)

Activity: "Our Families" Class Book

Make a class book about "Our Families" for children to take home to share. Make a page for each child and each teacher about who lives with them and

what work their family members do in and outside of the home. For the children's pages, get information from family members and from the child.

Use the "Our Families" class book during circle time reviewing each page with the group. Using the following prompts for each child's page.

"This is X's family."

"He lives with. . ."

"His aunt and uncle sometimes take's care of him. . ."

"His nanny is . . ."

"X's dad works, cooks, puts him to bed, etc."

"X's has a dog named. . ."

Focus on what the child's family members do on any given day, not on where they are employed. Be aware that some children's family may be unemployed. Some children may have family members who are incarcerated. (Derman-Sparks and Edwards, n.d.)

Activity: Family Shelf

Create a family shelf for families to take turns displaying objects they use in daily life and on special days. Or ask families to bring in an object that fits a specific theme, such as "Things we use to make our homes pretty." Intervene if a child makes fun of any object. Explain that it is hurtful to make fun of an object another child's family uses, even if he has not seen it before. Ask the child if he wants to learn about how his friend uses the object, and invite the friend to show him how it is used. (Derman-Sparks and Edwards, n.d.)

Activity: Classroom Labeling Project

Create signs and label items in the classroom in the languages of the children in your classroom. You may need to survey the parent's to get this information. All children can learn the words for common objects in the languages represented in your classroom. At snack time, refer to food in the languages represented in your classroom. (Derman-Sparks and Edwards, n.d.)

Activity: "The Ways We Speak" Book/Poster Project

Make a poster and a book about "The Ways We Speak" featuring four or five words children commonly: names of family members, like *grandma/abuela*, *daddy/papa*, *thank you*, *water*, *play* and the like. (Derman-Sparks and Edwards, n.d.)

Activity: Learn a simple song in another language

Ask the parents of the children in your class or the teachers in your class to help you learn a simple song in their different languages. You could use this song in circle time and have the children callout the language they want to sing the song in. (Derman-Sparks and Edwards, n.d.)

Activity: Cooking “The Many Ways our Families Eat”

Ask families to help with traditional recipes and to bring in the ingredients to make the recipes. (Derman-Sparks and Edwards, n.d.)

Tips for cooking activities with children, with an anti-bias lens

- Cooking activities should be part of a larger exploration of the many ways children’s families are the same or different.
- Make sure the continue to infuse pre-literacy, pre-math skills, healthy eating, as well as, anti-bias education.
- Do not stereotype: DO SAY: “This is the one of the things Selena eats at home with her family. I like them too. DO NOT SAY: “This is what African-American people eat.”
- Do not mix up specific cultures. Ex: Families from Guatamala do not eat the same food as families from Mexico.
- Teach children ways to decline food without disparing it.
 - Help them understand that “sometimes we like new things and sometimes we do not”
 - If children make fun of or say “Ugh” about a food, explain that they can hurt the feelings of another child who likes it.
- Invite, do not force children to try new foods.
- Teach them to say the following:
 - “I’ve never tried that before. What does it taste like?”
 - “It tastes different to me.”
 - “No thank you. I don’t want any today”

Activity: Music “The Many Ways our Families Sing, Dance, and Make Music”

Find out what the different cultural backgrounds are in your classroom and speak to parents about the kinds of music they listen to at home. Play the music in your classroom. Use songs from all the cultural groups in your classroom that people really listen to. Choose songs that reflect concrete aspects of life that interest young children: work, lullabies, adventures, funny stories. Remember, to not stereotype. DO SAY: “This is the kind of music Jacob listens to at home with his family. I like it too. DO NOT SAY: “This is the kind of music Latino’s dance to” (Derman-Sparks and Edwards, n.d.)

Week 3: Physical Differences and Similarities

Discussion: What is skin for?

Have a group discussion with the children in your classroom about what skin is, what it is used for, how it helps us. Discuss how all skin does the same things for all people, regardless of its color. Talk about hair and eyes in the same way?

Activity: Life Size Self Portrait

Have children lie down on butcher paper and trace their body. Cut out the image. Then, using a mirror, let the child observe his or her skin eyes and hair color, then select crayons and paints that closely match those colors. Invite children to talk about their cutout during circle time. You could do one per circle time or have a circle time dedicated to this activity where everyone can talk about their cutout. Mount the images in the classroom.

Activity: Skin Tone Portraits

Provide children with a range of skin tone construction paper. Give children mirrors and invite them to make self portraits. Invite children to talk about their portrait during circle time. You could do one per circle time or have a circle time dedicated to this activity where everyone can talk about their skin-tone portrait. Mount the images in the classroom.

Activity: Handprint Wall Chart

Make a wall chart of children and staff handprints using skin-tone paints or photos. Write each child's name under their handprint. Display in the classroom in a place where the children can see it.

Activity: Hair and Face Matching Game

For each child, take two photos, one of their face and one of the back of their head. Mount photos onto postcards or some other heavy weight paper to make a matching game called, "Whose Hair, Which Friend?". Include pictures of staff.

Week 4: Appreciating Differences and Diversity in Self and Others

Activity: Skin Tone Portraits

Provide children with a range of skin tone construction paper. Give children mirrors and invite them to make self portraits. Invite children to talk about their portrait during circle time. You could do one per circle time or have a circle time dedicated to this activity where everyone can talk about their skin-tone portrait. Mount the images in the classroom.

Diversity and Differences Books for Kids

Tips for using books about diversity and differences:

- Choose books reflective of the ethnic/cultural groups in your class
- Always use more than one book about a particular group

- Talk about differences and similarities between the children's lives in the books and the lives of the children in your program

Call Me Tree by Maya Christina Gonzalez

We're Different, We're the Same (Sesame Street) (Pictureback(R))
by Bobbi Kates and Joe Mathieu

People, by Peter Spier

Whoever you are, by Mem Fox

Name Jar, by Yangsook Choi

I'm Like You, You're Like Me: A Book about Understanding and Appreciating Each Other, by Cindy Gainer

All the Colors of the Earth by Sheila Hamanaka

All the Colors We Are/Todos los colores de nuestra piel: The Story of How We Get Our Skin Color/La historia de por qué tenemos diferentes colores de piel by Katie Kissinger

Julián Is a Mermaid by Jessica Love

Too many tamales by Gary Soto

Hush!: A Thai Lullaby by Minfong Ho

Ella Sarah Gets Dressed By Margaret Chodos-Irvine

Bintou's Braids by Sylvianne Diouf

One of a Kind, Like Me / Unico Como Yo*, By Laurin Mayeno, Robert Liu-Trujillo

Sparkle Boy* By Lesléa Newman

Pink Is for Boys by Robb Pearlman

This Day in June By Gayle E. Pitman

When Aidan Became a Brother By Kyle Lukoff, Kaylani Juanita (Illustrator)

Los Mejores Colores / Best Colors By Eric Hoffman, Eida de La Vega (Translator), Celeste Henriquez (Illustrator)

Heather Has Two Mommies, By Leslea Newman, Laura Cornell (Illustrator)

Daddy, Papa, and Me By Leslea Newman, Carol Thompson (Illustrator)

Amazing Grace Mary Hoffman

Be Who You Are Todd Parr

It's Okay To Be Different by Todd Parr

Big Bob, Little Bob James Howe

The Boy & the Bindi. Vivek Shraya

The Different Dragon. Jennifer Bryan

Dumpy La Rue. Elizabeth Winthrop

I Am Enough. Grace Byers

It's OK to be Different. Todd Parr

Interstellar Cinderella. Deborah Underwood

Jacob's New Dress. Sarah and Ian Hoffman

Jamie is Jamie: a book about being yourself and playing your way. Afsaneh Moradian

Lucia the Luchadora. Cynthia Leonor Garza

Red: A Crayon's Story. Michael Hall

The Seven Chinese Sisters. Kathy Tucker and Grace Lin

Story of Ferdinand / El Cuento de Ferdinando. Munro Leaf

Teddy's Favorite Toy. Christian Trimmer

The Proudest Blue: A Story of Hijab and Family by Ibtihaj Muhammad, Hatem Aly, et al.

Same, Same But Different Hardcover by Jenny Sue Kostecki-Shaw

Let's Talk About Race by Julius Lester and Karen Barbour

Books about Differences for Kids under 3

With children under 3 it is helpful to use books and movies that feature characters of various ethnicities and cultural backgrounds to help strengthen their worldview. Some of our favorite books are:

Baby Born by Anastasia Suen

Clap Hands and other books in the Oxenbury Board Book Series By Helen Oxenbury

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

Splash and other books in the Baby Faces series by Roberta Grobel Intrater

My Granny Went to Market by Stella Blackstone

One World, One Day by Barbara Kerley

This Is How We Do It: One Day in the Lives of Seven Kids from around the World by Matt Lamothe

One Day One Village: A Tale From South Sudan Paperback by Mary Dailey

One Day and One Amazing Morning on Orange Street Paperback by Joanne Rocklin

Whoever You Are by Mem Fox

Everywhere Babies by Susan Meyers

Global Babies Board book by The Global Fund for Children

Curriculum Month 3: Recognizing Unfairness, Developing the language to describe unfairness and Understanding that unfairness hurts.

PURPOSE:

Children need to learn about fairness and recognize how and when being unfair is hurtful. This lays a foundation for developing empathy and sensitivity that will, in turn, help prevent bullying. But fairness can be a difficult concept for very young children because it is abstract. Young children are often egocentric thinkers, and tend to see the world from their own perspective. So when they say "That's not fair," it's because they don't like the outcome. Educators can help

children understand that fairness involves thinking of others, too. You can help children recognize unfairness, develop language to describe unfairness, and understand that unfairness hurts.

- Listen for unfair comments, behaviors, or actions and address the behaviors honestly, directly and immediately. For example, It makes Lauren feel sad when you tell her she cannot play with you. Or, All the children in our class can share these toys. It is not okay for you to tell someone they cannot play.
- Help children develop appropriate responses when they experience themselves or others being treated unfairly. For instance, Tell Mindy how that makes you feel. Say, "That makes me feel sad when you do that."
- Give kids the language they need to talk about unfairness. Ask children to express their ideas about fairness and sharing. Prompt children to talk about their feelings when they are treated unfairly. Discuss words or phrases that children can use to express their feelings and guide others to correct unfair behaviors. For example, When we have our morning meeting, how can we make sure everyone gets a chance to share? Who has an idea how we can do that?
- Teach fairness as a basic classroom rule to help children feel safe.

As children come to identify unfair experiences and as they learn that unfair can be made fair, children gain an increased sense of their own power in the world.

Week 1: Recognizing Unfairness

Activity: Fair and Un-Fair Flags and Discussions

Have the children make Fair/Unfair flags. Color code the flags with Red and Green, green is for fair and Red is for unfair. These colors make sense to young children since they are familiar with red for stop and green for go. Attach your flags to popsicle sticks. (Durr, Jodi et al., 2019)

During group time, read the book:

Kindness, Starts with You

OR

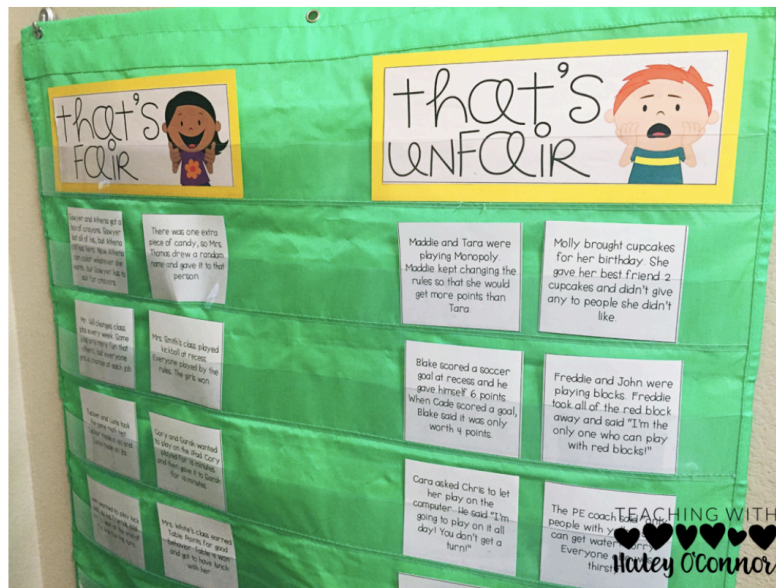
That's Not Fair!: A Book About How Fair Is Not Always Equal

- Some friends at recess decided to play a game, but they don't want to include anyone who wasn't in their group of friends even though there were other girls who wanted to play.
- A younger sibling goes to bed at 8:00 and the older sibling stays up until 9:00.
- Two friends were wanting to share a cookie. One of them cut the cookie in half and the other was able to decide what half they wanted.
- Your older sister has more chores around the house.
- Certain kids were misbehaving in class, so they had to sit at the fence at recess time while other kids got to play.

- Someone in your class brought treats to share. She gave all of the girls two pieces, and she gave all of the boys one piece.
- You and your friend want to play with the same toy. You decide she can play with it for 5 minutes and then you can play with it for 5 minutes.
- Your family is going out to eat with Grandpa and Grandma. You have been disobeying all day. It is decided that you have to stay home.
- Kindergarteners get 20 minutes of homework at night and 5th graders have one hour of homework.
- You are at a party, and you decide you should have a few of the party favors. Because you took a few, some kids didn't get any.
- You are playing blocks with your brother. He wants to build a tower with the blocks you are using. You work together to create the tower.

Activity: That's Fair/That's Unfair Sorting Charts

Using a sorting chart with the titles That's Fair and That's unfair, write out cards that provide children with age appropriate scenarios on it that they can decide in a group discussion are Fair or Unfair and place them in the sorting chart.



Activity: Practice Taking Turns

This is a good starting point for the especially young. Through playing games like peek-a-boo and building with blocks (you lay one, I lay one), you are able to provide a basic understanding of taking turns which is an element of fairness. For older children, use games as an opportunity to model and explain why we play by a given set of rules, how we take turns, and how we encourage one another even when we are unhappy with an outcome.

Activity: Notice Fair and Unfair

Draw attention to behaviors in books, movies, and in life when others are acting in a fair or unfair manner. Ask your child questions like "What is another way he

could have acted to make things fair?” or “How did she show fairness to the other person?”

Activity: Praise Fairness

Take a moment to recognize and verbalize when your child is acting out of fairness. Helping him to notice fairness in his own behaviors will help him to grow in his understanding of the concept.

Activity: Sharing Toys Fairly

Take a moment to recognize and verbalize when your child is acting out of fairness. Helping him to notice fairness in his own behaviors will help him to grow in his understanding of the concept.

Activity: Why Be Fair

Take a moment to recognize and verbalize when your child is acting out of fairness. Helping him to notice fairness in his own behaviors will help him to grow in his understanding of the concept.

Activity: Fairness Skit

Take a moment to recognize and verbalize when your child is acting out of fairness. Helping him to notice fairness in his own behaviors will help him to grow in his understanding of the concept.

Activity: Story of Fairness

Take a moment to recognize and verbalize when your child is acting out of fairness. Helping him to notice fairness in his own behaviors will help him to grow in his understanding of the concept.

Activity: Standing in Another’s Shoes

Take a moment to recognize and verbalize when your child is acting out of fairness. Helping him to notice fairness in his own behaviors will help him to grow in his understanding of the concept.

Activity: Listening: A Step to Fairness

Take a moment to recognize and verbalize when your child is acting out of fairness. Helping him to notice fairness in his own behaviors will help him to grow in his understanding of the concept.

Activity: Fairness Treats

Take a moment to recognize and verbalize when your child is acting out of fairness. Helping him to notice fairness in his own behaviors will help him to grow in his understanding of the concept.

Activity: Meet a Character: Guisto

Take a moment to recognize and verbalize when your child is acting out of fairness. Helping him to notice fairness in his own behaviors will help him to grow in his understanding of the concept.

Activity: Fair Play Box

Have your children decorate a box with a slit in the top. Write Fair Play Box on the top of the box. Using the paper cutter, cut some pieces of colorful paper and keep them near the box. Let your class know that every time someone does an act of fairness it will be added to the box. An example Act of Fairness: Kevin shared his crayons with Rachel. Read the Acts of Kindness during circle time at the end of each week.

Week 2: Developing the language to describe unfairness

Activity: The Eggs-Periment

Materials

Clear drinking glass filled with one cup of water
Fresh egg
¼ Cup Salt
Tablespoon

Instructions

Carefully place the egg in the glass of water. Tell your kids that the egg (You may want to give it a name) represents someone who is not being treated fairly. The egg sinking to the bottom represents how someone who is left out or mistreated would feel - sad, depressed, defeated, unappreciated, and unloved.

Remove the egg from the water and set it aside.

Add salt to the water one tablespoon at a time. Stir in each spoonful and explain that the salt represents different ways they can show fairness towards others. Ask your child to give examples of showing fairness (Following the rules when playing a game, taking turns, sharing, treating others with honesty and respect, taking action to help when someone is being treated unfairly, etc).

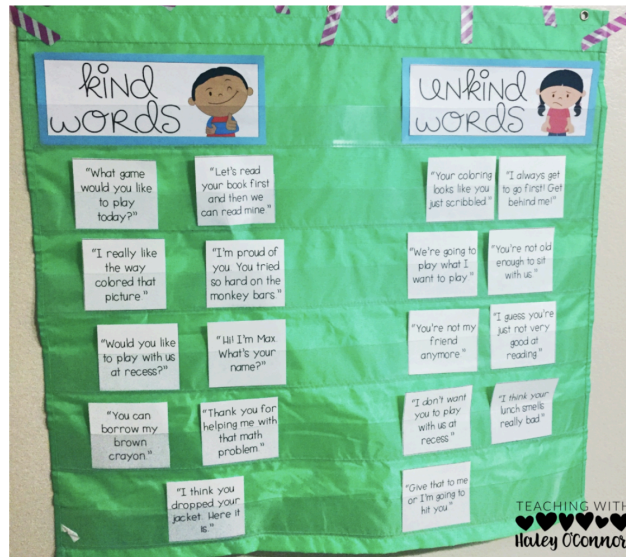
After you have added all of the salt, put the egg back in the water and it will now float!

Explain that now the egg is being supported with kindness and “held up” by the fairness and acceptance of others.

Week 3: Understanding that unfairness hurts

Activity: Kind Words/Unkind words Sorting Charts

Using a sorting chart with the titles Kind Words/Unkind Words, write out cards that provide children with age appropriate kind and unkind words it that they can decide in a group discussion are Kind or Unkind, discuss and place on the sorting chart.



Activity: I can Change the World with my Two Hands



Create this 2 part activity by giving the children earth photo copies to color. Have them trace and cut out their own hands and draw pictures on the hands of how they will use their own hands to make a better world. Have the children assemble the earth and hands with a photocopy of “I can change the world with my own two hands” or a similar statement on a piece of construction paper.

Activity: Fairness Catcher

Set up a jar or bucket in the classroom, with the words Fairness Catcher on it and instruct the kids to let you know when they see fairness in the classroom or outside and to let you know when they see it and you will right it down and put it in the Fairness Catcher.

Books about Fairness

Amazing Grace by Mary Hoffman and Caroline Binch

The True Story of the Three Little Pigs! By Jon Scieszka

"I Have a Dream" speech by Martin Luther King, Jr.

New Shoes by Susan Lynn Meyer

One Grain of Rice by Demi

Jamaica Tag-Along by Juanita Havill

Little Red Hen by Paul Galdone

It's Not Fair! by Amy Krouse Rosenthal

Cookies: Bite-Size Life Lessons by Amy Krouse Rosenthal

It's Mine! by Leo Lionni

Rainbow Fish Big Book by Marcus Pfister

Big Red Lollipop by Rukhsana Khan

The Little Hummingbird by Michael Nicoll Yahgulanaas

Tops & Bottoms (Caldecott Honor Book) by Janet Stevens

The Red Hen by Rebecca Emberley

Curriculum Month 4: Demonstrating empowerment and the skills to be positive change makers (Service Project)

PURPOSE:

Children need to know that they have a voice and that they know what is right and what is wrong and that when they see something that is wrong that they should say something

Week 1: Understanding Prejudice and Discrimination

Discussion: What is racism?

Video Presentation: Let's talk about Race by The Tutu Teacher

<https://youtu.be/1vHymutysWU>

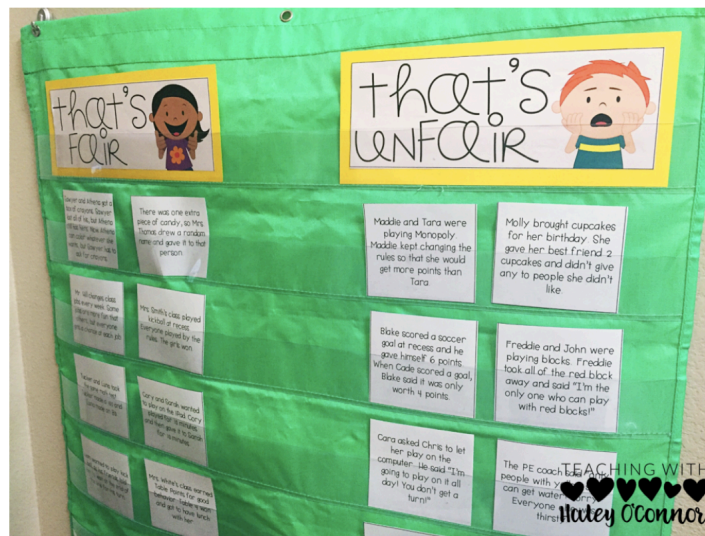
Have a group discussion about the video with the children.

Activity: That's Right/That's Wrong

Using a sorting chart with the titles That's Right and That's Wrong, write out cards that provide children with age appropriate scenarios on it that they can decide in a group discussion are Right or Wrong and place them in the sorting chart as part of a group discussion about what is right and wrong.

Examples:

- Susy won't hold hands with Jenny during ring around the rosy because she has dark skin
- Jimmy tells a friend not to play with Thomas because he is fat
- Sasha says their clubhouse is for girls with blond hair only, so that means that Tabitha can not go in the clubhouse
- Maryann tells a friend that her curly hair is ugly



Activity: What would you do?

Using a large fishbowl or a large mason jar with pieces of paper with age appropriate scenarios on them, tell the children that you will be pulling out scenarios and reading them and that you and your friends will discuss what you would do if the scenario happened to you or a friend.

Examples:

- Your friend falls on the playground and is crying, what would you do?
- A friend calls your friend ugly on the playground
- Terry tells you not to play with Jane because she is Mexican.
- Your friend doesn't want to hold Bobby's hand because he's Black
- Your friends decide that they will only play with children who have blond hair today

Week 2 : Developing skills to participate in Causes important to every human and be a positive change maker

Stress to children that we can all be a part of change in the world based on our choices and our actions. Explore with the children different ways that non-profit organizations help people and our world. Pick a non-profit to study in your classroom and figure out ways that you can help and be positive change.

Non-profits and activities to consider:

- Heal the Bay - (<https://healthebay.org/>)
- Make Cards for Elderly
- Shoes that Fit (<https://www.shoesthatfit.org/>)
- Essentials Collection for Homeless -

Week 3 and 4: Demonstrating Empowerment

- Heal the Bay - This one allows you to go and clean a beach (<https://healthebay.org/>)
- Make Cards for Elderly - If you do this one, research nursing homes nearby where it would be easy to drop off cards
- Shoes that Fit - This non-profit will allow you the opportunity to do a shoe drive to donate to children in need (<https://www.shoesthatfit.org/>)
- Essentials Collection for Homeless - Collect essentials for homeless people, children can help to stuff the bags and adults can deliver them to a My Friends House, a local food bank for homeless

Book List for Parents and Educators

Educators

Anti-Bias Education for Young Children and Ourselves, By Louise Derman-Sparks, Julie Olsen Edwards

Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development, By Enid Lee (Editor), Deborah Menkart (Editor), Margo Okazawa-Rey (Editor)

Anti-Bias Education in the Early Childhood Classroom: Hand in Hand, Step by Step
By Katie Kissinger

Celebrate!: An Anti-Bias Guide to Enjoying Holidays in Early Childhood Programs
By Julie Bisson

Culture and Child Development in Early Childhood Programs: Practices for Quality Education and Care, By Carollee Howes, Louise Derman-Sparks (Foreword by)

The First R: How Children Learn Race and Racism, By Debra Van Ausdale, Joe R. Feagin (Joint Author)

Leading Anti-Bias Early Childhood Programs: A Guide for Change, By Louise Derman-Sparks, Debbie LeeKeenan, John Nimmo

Rethinking Early Childhood Education, By Ann Pelo (Editor)

Start Seeing Diversity: The Basic Guide to an Anti-Bias Classroom, By Ellen Wolpert

Taking Back Childhood: A Proven Road Map for Raising Confident, Creative, Compassionate Kids By Nancy Carlsson-Paige

Parents

What If All the Kids Are White?: Anti-Bias Multicultural Education with Young Children and Families, By Louise Derman Sparks, G. Ramsey Patricia, Olsen Edwards (With)

Why Are All the Black Kids Sitting Together in the Cafeteria?, By Beverly Tatum

Tell Me Who You Are: Sharing Our Stories of Race, Culture, & Identity by Winona Guo and Priya Vulchi

White Fragility: Why It's So Hard for White People to Talk About Racism by Robin DiAngelo and Michael Eric Dyson

The Color of Law: A Forgotten History of How Our Government Segregated America by Richard Rothstein

Black Stats: African Americans by the Numbers in the Twenty-first Century by Monique W. Morris and Khalil Gibran Muhammad

Latino Stats: American Hispanics by the Numbers by Idelisse Malavé and Esti Giordani

LGBTQ Stats: Lesbian, Gay, Bisexual, Transgender, and Queer People by the Numbers by Bennett Singer, David Deschamps

Road Map for Revolutionaries: Resistance, Activism, and Advocacy for All by Camahort Page, Elisa , Carolyn Gerin

Making All Black Lives Matter: Reimagining Freedom in the Twenty-First Century (American Studies Now: Critical Histories of the Present) by Barbara Ransby

When They Call You a Terrorist: A Black Lives Matter Memoir Hardcover by Patrisse Khan-Cullors

Stamped from the Beginning: The Definitive History of Racist Ideas in America by Ibram X. Kendi

Between the World and Me by Ta-Nehisi Coates

Open Veins of Latin America: Five Centuries of the Pillage of a Continent by Eduardo Galeano and Isabel Allende

Outcasts United: An American Town, a Refugee Team, and One Woman's Quest to Make a Difference by St. John, Warren

Privilege, Power, and Difference Paperback by Allan G. Johnson

Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do by Eberhardt PhD, Jennifer L.

Blindspot: Hidden Biases of Good People Paperback by Mahzarin R. Banaji

Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do (Issues of Our Time) by Claude M. Steele

How to Be an Antiracist Hardcover by Ibram X. Kendi

Articles Parents and Educators

21 Racial Microaggressions You Hear On A Daily Basis

<https://www.buzzfeed.com/hnigatu/racial-microaggressions-you-hear-on-a-daily-basis>

Rocking and Rolling. Reflection: The First Step for Addressing Bias in Infant and Toddler Programs <https://www.naeyc.org/resources/pubs/yc/nov2017/rocking-and-rolling>

Creating an Anti-Bias Library <https://socialjusticebooks.org/creating-an-anti-bias-library/>

Guide for Selecting Anti-Bias Books

<https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/>

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Day #321 Fair Doesn't Mean Equal - Character Development, Week #46. [online] Meaningfulmama.com. Available at <https://meaningfulmama.com/day-321-fair-doesnt-mean-equal.html> [Accessed 2 Sep. 2019].