JUSTICE FROM THE STREETS TO THE EARLY CHILDHOOD CLASSROOM

Theresa Lenear
Jumaa Jordan
Julie Bisson

INTRODUCTIONS

OUR GOALS
TO ENCOURAGE EARLY CHILDHOOD EDUCATORS TO TAKE ACTION

TO LEARN ABOUT CHILDREN’S DEVELOPMENT OF IDENTITY AND ATTITUDES TOWARDS OTHERS

TO OFFER A NARRATIVE OF WHO POLICE ARE IN YOUNG CHILDREN’S LIVES
AND TO EXPLORE HOW TO TALK WITH CHILDREN ABOUT POLICE BRUTALITY

CHILDREN’S IDENTITY DEVELOPMENT AND ATTITUDES TOWARD DIFFERENCES

BY 3 MONTHS CHILDREN NOTICE DIFFERENCES
6-MONTH OLDS CAN CATEGORIZE (NON VERBALLY) BASED ON RACE

BY 18 MONTHS TODDLERS CAN PLACE A PHOTO OF THEMSELVES IN THEIR RACIAL/ETHNIC GROUP

BY 2 CHILDREN ARE BEGINNING TO REASON BASED ON RACE
By 2 1/2 all children show an in-group bias.

Between 2-2 1/2 children become aware of and begin absorbing socially prevailing stereotypes about people, including themselves.

By 3 or 4 white kids still show white in-group bias, but kids of color start choosing a potential white playmate.
By the time children are 4, they are developing theories about what causes a disability, skin tone, and gender based on the messages they receive around them.

By 5 or 6 children are still showing an in-group bias toward whites.

7-10 years old still make the same biased decisions but their bias is becoming more implicit.
BETWEEN 9-10 ATTITUDES HAVE SOLIDIFIED

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VIDEO

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REFLECTIONS

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HOW DO YOU FEEL WHEN YOU WATCH THAT VIDEO? WHAT COMES UP FOR YOU?

WHAT ARE YOU EXPERIENCES AROUND HOW CHILDREN VIEW POLICE IN EARLY CHILDHOOD?

WHAT DID YOU SEE AS YOUR ROLE?
ANSWERING CHILDREN’S QUESTIONS ABOUT POLICE BRUTALITY AND VIOLENCE

TIPS

• Tell the truth. Be concrete and specific.
• Don’t be afraid to initiate the conversation and follow the child’s lead.
• Keep the conversation going.
• Make space for all the feelings. Feelings don’t need to be fixed.
• It’s okay to say, “I don’t know.”
• Engage in your own racial identity development, continuing to hone your own racial equity lens.

STRATEGIES

• Safely setting limits without shaming
• Personal storytelling
• Tell stories about your own questions & confusion
• “That’s a really good question! I don’t know how to answer right now”
• Community agreements or family norms

BREATHING!!!
• Inquire: ask questions
• Keep talking, keep the conversation going
• Talk about similarities and differences
• Exposure work.
• Walk your talk. Kids look to how you live your life.
• Have explicit conversations
• Share about your own racial identity and experiences
DEVELOPING AN ACTION PLAN

There's no going back

THERESSA LENEAR
WWW.GOODARD.EDU

IJUMAA JORDAN
WWW.IJUMAAJORDAN.COM

JULIE BISSON
WWW.EPIPHANYEARLYLEARNING.ORG