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#### Questions I am often asked:

- How did you became the anti-bias educator you are now?
- What are the steps that you took?
- Where should I start? What are the specific steps that I should take?
- Should we be "exposing" young children to social unfairness, such as racism?

Today we will also learn together about:

- The critical thinking and collaborative planning process that goes into social justice education.
- How children learn about identity and appreciate difference.
- Using the Thinking Lens as a tool to support deeper thinking.

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### My Story





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#### Family Pride







My Education



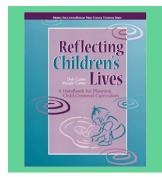
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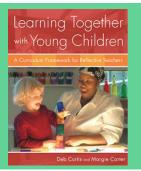
### Early Childhood Education





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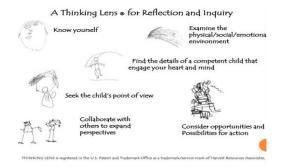




## Thinking Partner



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"At our school, you can celebrate whatever you want to celebrate, no matter what your hair looks like, how tall or short you are, or what color you skin is."

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I came away from this conversation full of questions:

How do I bring my full self—a Latina raised by immigrant parents, in a predominantly White community—to my teaching?

What do I think about my sister's rules? Had I been using those rules when I'd redirected rather than engaged conversations like this in the past?

How are children thinking about race and racism, and what is my responsibility to them?

What is my role as a teacher?	
What about my colleagues' perspectives about keeping children safe from the violence of segregation and racism?	
How am I going to bravely work my way through these questions, moving forward from here? How will I be safe, secure, and supported as I continue my journey as an anti-bias educator?	
16	
Making the Calls	
17	
How Children Learn about Identity and Difference	
Plaget's cognitive development theory	
● noticing the attributes of things;	
- robbing the distribute on length	
noticing how things are the same and different;	
noticing the characteristics that something does	
18	





We invited each of the children to create an art piece to capture what delighted them about themselves.

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### Collaborations Grow



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There is no recipe or "survival guide"	
6 84	
RECIPE OF SOLUTION	
inquedients Breeding	
Time No bidden of	
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Questions to Guide My Response	
What touches my heart about this situation?	
What in my background or personal life is influencing my feeling and thinking right now?	
What might the children's families hope I'll say or do?	
How do my values about diversity and equity play into this situation?	
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#### Children's Community School, Philadelphia

They're not too young to talk about race!				4	4		
4	~	ŀ	4	¥.	K	Ţ	7
	king about race will a		in children	offer peak set it. sets offer s, but the	No Tive. Eliana and Lattice Chemical in immediate destings affice the performance toward shed and groups companied to thinkers at their appropriate shinkers at their all and the foot of an eliana at their all and their and an eliana at their all and their and all their all and their and all their all and all their all their and all their all their all their all their and all their all their all their all their all their and all their all their all their all their all their and all their all their all their all their all their all their and their all thei	No analogue lan, children show many of the section recommend of the section shows that are not calculate shows advantly learned to associate acres groups with higher series groups with higher series groups with the section shows their sections. SECRIE.	Expositions with 5-17 year data atout neurosane translating can demokrative translating can demokrative or as lates as a engle week, (Drumon & Manystee, 2000)
draw their ow families can y dryclop posit promote a mo	as. Silence about ra- is conclusives based of sley a powerful role in the attitudes about ra- re just future—but only area marea area marea.	n what they see. Test in helping children of or and diversity and	thers and all ages	Do some Here are o - Tracking - Raining - Tracking - ACREA - Facility	learning of your own own good places to see your conscious Children Raw Concoust Children Raw - mitrauman, as y its Change - meding! Conpend'ry - medical consensity - medical	- reconnection.og	ning hilleralism

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N	ad	iya	hΊ	Гау	lor:

- Separate the conversation about skin color from one about racial justice
- People of all skin colors work to make things fair
- Social justice is all year long
- Children should learn about people as human beings long before learning
  - Read at least 3 stories about the group where they are simply discussed as people before introducing on injustice

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ow are young children	
ninking about race and	
acism and what is our	
responsibility?	

# "Did you hear about what happened in Minnesota?"











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What does Black Lives Matter mean?

The Black Lives Matter movement is a group of people who want to make sure that people of as also notions are steed fairly. Black Lives Matter means to treat Black people fairly. Some people say? All lives matter, "and they do, but right now Black lives matter because Black People are made and anyly hat this langering." They are manching and protesting. We need to listen to other people. Don't treat people differently because of the color of their skin.

Why is the Black Lives Matter movement important? This work is so important IW are also leeling mad not we want to do something about it. We need to let everyone know we care! We can put up signs that say "Black Lives Matter." When people see the signs, they will know that we care about Black lives. We care about Strown leves both Tiley can tell other people and spread the work! We are like an antibow and a rate/bow should have all skin colors. Dr. King died, but we can continue his work. We can take Dr. King's place.

We hope you can join us and put up our Black Lives Matter sign on your window for everyone to see.

Love, The Coyotes







http://www.antibiasleadersece.com/

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#### Thank You!

Child Care Exchange

https://www.childcareexchange.com/





