

Conversations about Race in Early Childhood

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EARLY ACHIEVERS INSTITUTE WENATCHEE 2019

Agenda

- ▶ Race awareness in early childhood
- ▶ Bias
 - ▶ Can you find the bias?
- ▶ Ethnic-Racial socialization as a strategy
 - ▶ How would you explain...?
- ▶ Anti-Bias Framework

Guidelines

- ▶ We will provide a safe space for the expression of thoughts, ideas, and concerns
- ▶ We will ensure that everyone who wants to speak can speak
- ▶ We will speak respectfully to each other

"MINSTREL MIKE"

Marionette (rare, limited production); cat. #805
America, ca. mid 1950's (Made from 1952-1961)
Hazelle Inc. (1932-1984), Kansas City, MO
Hazelle Rollins (1910-1984)
Wood, paint, fabric
Gift of Denis Housen, NWC.S.0284 (NWC.10.2012)



- ▶ What do I say to her?
- ▶ What does she see?
- ▶ Should this puppet be on display?
- ▶ Is the conversation different for other races?



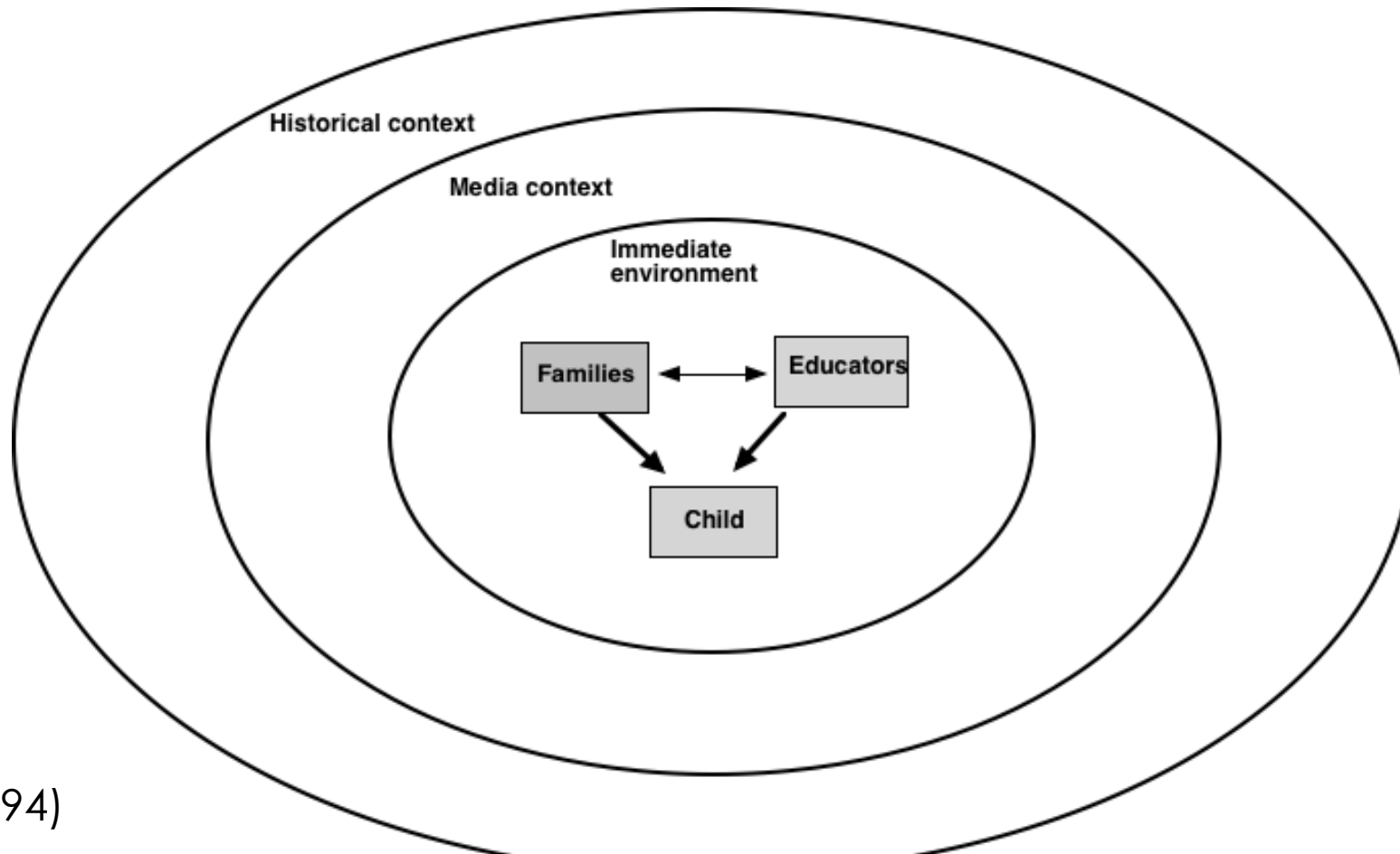
CLARK & CLARK DOLL TEST STUDIES 1939



(Clark & Clark, 1939)



Ecological Model



(Bronfenbrenner, 1994)

What do young children understand and experience about race?

Sociocultural aspects of young children's development.

- ▶ Children are curious about others and their own physical and cultural attributes
- ▶ Children begin to construct personal and social identity
- ▶ Children learn about social identities through implicit and explicit messages
- ▶ Children are learning who is and who is not important. The lack of diversity sends a message that it is not important.
- ▶ Children become aware of power linked to social identities
- ▶ Children try to make sense of all that they see and hear

Social Identities

There are many social identities – race, gender, religion, ability, body type

Identities are intersectional

Social group identities have power & privilege associated with them

Social Identities



- ▶ Social identity theory states that the in-group will discriminate against the out-group to enhance their self-image.
- ▶ The central hypothesis of social identity theory is that group members of an in-group will seek to find negative aspects of an out-group, thus enhancing their self-image.
- ▶ Henri Tajfel proposed that stereotyping (i.e. putting people into groups and categories) is based on a normal cognitive process: the tendency to group things together.

Children do
this too.
What have
you seen?



Bias Isn't Just A Police Problem, It's A Preschool Problem

A new study by researchers at Yale found that pre-K teachers, white and black alike, spend more time watching black boys, expecting trouble.

NPR.ORG

Bias



Can you find the bias?

Questions to Reflect on Bias

- ▶ What would this mean for children who are...
 - ▶ Indigenous, Latinx, African American, Asian American, children with disabilities, European American
- ▶ Who does it serve?
- ▶ With whom was it created/designed?
- ▶ Who benefits from it?

Ethnic-Racial Socialization

- ▶ Ethnic-racial socialization is psychologically preparing children for life in a racialized society
- ▶ Messages, lessons, tips, and guidance

Examples of ethnic-racial socialization

- ▶ Explicit
 - ▶ Celebrating specific cultural traditions or holidays
- ▶ Implicit
 - ▶ The characters depicted in books or TV shows
 - ▶ The absence of diversity

Ethnic-Racial socialization and academic achievement

- ▶ Racial socialization practices have a positive influence on student achievement.
- ▶ When parents help their children have a positive racial identity it helps them address racism and think critically about issues of race.

In the literature on Ethnic-racial Socialization...

When mothers tell their children about their ethnicity, race, and cultural heritage, their children have a positive racial identity and supportive attachments to their racial groups it helps them achieve academic success and encourages them to think critically about what's happening (Carter, 2008). (O'Brien-Caughy, 2002).

Racial socialization practices have a positive influence on student achievement (O'Quinn & Blackmon, 2002; Scott, 2003).

What do you want your child to know about race?

Situational Proactive Preparation

- ▶ In small groups brainstorm and discuss how to respond to one or more of the scenarios

How would you explain...?

Scenario: “Why doesn’t my skin look like my friends’?”

Your son/daughter comes home and explains that while playing a game at school a classmate said to her “you’re [brown/white] skinned.” Your son/daughter seems troubled by this exchange and asks why she has a different skin tone from her friends. How would you explain this to your child?



How would you explain...?

Scenario: “Why are they protesting?”

The news is on in your home and your child happens to see coverage of the protests due to police shootings. Your child asks why are they protesting? How would you explain this to your child?



How would you explain...?

Scenario: Discussing racial concerns with a teacher

You have found out from your child that he/she has heard derogatory comments about race made by students in his/her classroom. As a result your child is being exposed to terms you don't want him/her using. You decide to talk to the teacher about your concerns. How would you approach this conversation?

Group Discussion

- ▶ What strategies did you use?

Anti-Bias Framework

(Kuh, Leekeenan, Given, Beneke, 2016).

Framework for Anti-Bias Teaching

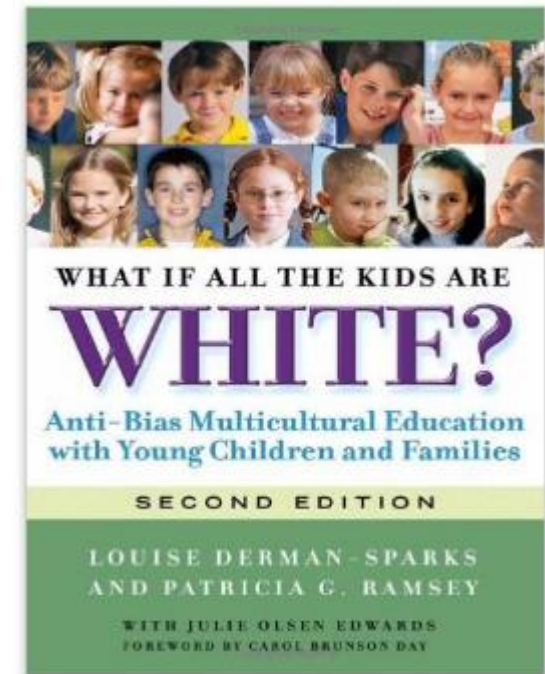
Entry points	Feeling	Thinking	Responding	Sharing
What are children, teachers, and families thinking about?	What feelings come up for you?	What might be meaningful to explore with the children?	How do you implement a curriculum that supports learning?	How do you share anti-bias learning by communicating process and outcomes?
Consider what you <ul style="list-style-type: none"> ■ See in children's play ■ See in the news ■ Hear families talking about ■ Think about yourself ■ Need to do to listen carefully to children and families ■ Might document to determine possible entry points 	Consider how you <ul style="list-style-type: none"> ■ Feel initially ■ React initially ■ Respond based on your personal experiences ■ Feel about discussing a topic with children or families 	Consider planning <ul style="list-style-type: none"> ■ Individually ■ With your team ■ With colleagues ■ By doing more research about a topic ■ By analyzing and reviewing documentation ■ Whether an issue feels appropriate to discuss with the program's children and families 	Consider how you could <ul style="list-style-type: none"> ■ Respond in the moment ■ Respond long-term ■ Revisit or expand on the issue with children ■ Make topics accessible to children 	Consider the ways you can share with <ul style="list-style-type: none"> ■ Children ■ Teachers (each other) ■ Families ■ Colleagues ■ The early childhood education field

Preventative & proactive

- ▶ Create environments that foster positive social identities
 - ▶ Connect with families
 - ▶ Consider your environment (display, dramatic play, music, books)
- ▶ Talk to kids about race

Speak up about it

- ▶ An equity & diversity discussion in every space moves us to a better place.



Push back & challenge

- ▶ How can we productively, positively and in a relationships first manner push back?

Summary

Reflect

- ▶ What would this mean for children who are...
 - ▶ Indigenous, African American, Latinx, Asian American, children with disabilities, European American
- ▶ Who does it serve?
- ▶ With whom was it created/designed?
- ▶ Who benefits from it?

Act

- ▶ Create environments that foster positive social identities
- ▶ Prevent & be proactive
- ▶ Connect with families
- ▶ Find supportive colleagues
- ▶ Speak up
- ▶ Push back & challenge



FAMILIES IN THE DRIVER'S SEAT: PARENT-DRIVEN LESSONS AND GUIDELINES FOR COLLECTIVE ENGAGEMENT

A Road Map Parent/Family Engagement Curriculum

Created through a partnership between:

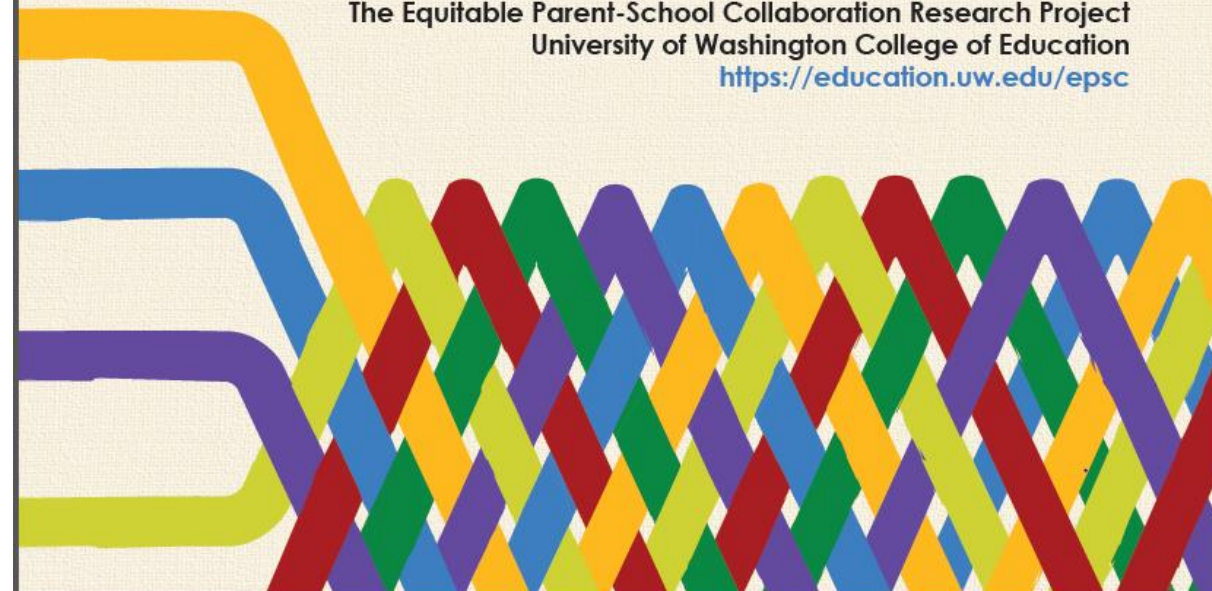
The Equitable Parent-School Collaboration Research Project
(University of Washington)

The Road Map Project (Community Center for Education Results)
Kent School District parents, teachers, principals, and district leaders
The Bill & Melinda Gates Foundation.

v. 1 April 2018

WEAVING TOGETHER FAMILIES & EDUCATORS

The Equitable Parent-School Collaboration Research Project
University of Washington College of Education
<https://education.uw.edu/epsc>

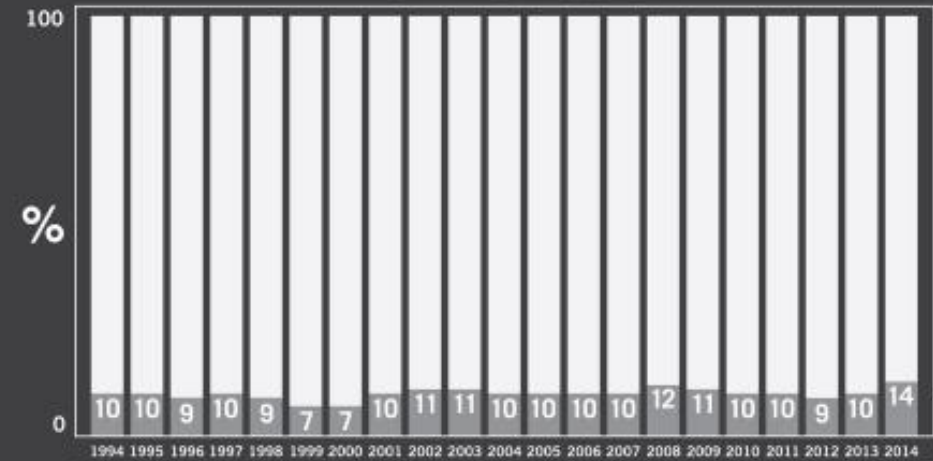




THE DIVERSITY GAP IN CHILDREN'S BOOKS

21 YEARS ★ 1994 – 2014

PERCENTAGE OF CHILDREN'S BOOKS BY AND/OR ABOUT
PEOPLE OF COLOR



37% OF THE US POPULATION ARE PEOPLE OF COLOR **10%** OF CHILDREN'S BOOKS IN THE PAST 21 YEARS CONTAIN MULTICULTURAL CONTENT

DESPITE THE BEST EFFORTS OF LEE & LOW BOOKS AND OTHER PUBLISHERS AND IMPRINTS THAT FOCUS ON MULTICULTURAL THEMES, THE NUMBER OF BOOKS THAT CONTAIN DIVERSITY **HAS NOT GROWN.**

MINORITY % OF US POPULATION



DID YOU KNOW?

THE US IS PROJECTED TO BECOME A MAJORITY-"MINORITY" NATION IN 2043.



ABOUT DIVERSITY: FOR MORE INFORMATION, VISIT leeandlow.com

LEE & LOW BOOKS
PUBLISHED BY LEE & LOW BOOKS. MESSAGE BY DENA HARRIS. © 2015

Infographic created by Lee and Low book publishers
Using data from the Cooperative Children's Book Center

The online companion to California Newsreel's 3-part documentary about race in society, science & history

RACE - The Power of an Illusion



How valid are your
beliefs about the
human species?

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what can i do about bias?

Look Different



implicit association test



Welcome!

Take Look Different's Implicit Association Tests on race and gender – featuring Daniel Radcliffe, Kendrick Lamar, Kelly Rowland, Cara Delevingne and more – to uncover your own biases. This quiz, created in partnership with Project Implicit, requires you to sort pictures or words into groups as fast as you can. At the end, you will receive your results and some information about what they mean.

This quiz will only take about 5 minutes. There are two parts: the quiz itself and a short survey about you.

take the gender quiz



take the race quiz



a resource for talking about race with young children

Raising Race Conscious Children

Welcome to Raising Race Conscious Children, a resource to support adults who are trying to talk about race with young children. The goal of these conversations is to prepare young people to work toward racial justice. If we commit to collectively trying to talk about race with young children, we can lean on one another for support as we, together, envision a world where we actively challenge racism each and every day. This blog is geared toward White people but the strategies discussed may be helpful for all.

SEARCH

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