

RAISING LITTLE
ALLIES-TO-BE





"The scientific jury is out on why in-group/out-group biases occur. From a sociological perspective, the in-group/out-group relationship is a fluid and dynamic process of negotiation related to three aspects of social categorization: positive affect, affiliation and social desirability (Zaki, 2014). Empathy is thus part of an ongoing bi-directional communicative act: 'our relationships influence our emotions, and our emotions reciprocally influence our relationships' (p. 2, Saarni, 1999). From a developmental perspective, there is an interesting parallel between older adults' and young children's preference for contact with close family members as opposed to peripheral friends and family members at early and late stages of life (Hess et al., 2009). The lacuna of studies on lifelong development makes it difficult to establish direct links between children's and adults' capacity of perspective-taking, but longitudinal evidence suggests a modest negative relation between age and perspective-taking (Pratt et al., 1996), with loss in perspective-taking documented in the elderly."

Kucirkova, Natalia. "How Could Children's Storybooks Promote Empathy? A Conceptual Framework Based on Developmental Psychology and Literary Theor", Front Psychol, US National Library of Medicine, National Institute of Health, Feb 2019.



AN INCOMPLETE GUIDE

This document was put together in hopes it will spark conversations in homes with caregivers and little ones across the globe.

Caregivers are left wondering how to begin conversations about race, privilege, bias, riots, activism, social injustice, diversity, and inclusivity.

It's simply not enough to teach behavioural expectations-- respect, kindness and bravery.

This document certainly does not have all the answers. It's about beginning to **unlearn** as caregivers, passing our

new wonderings to our children, and role modeling for a new future.

The definition of what's age appropriate will vary across each home and this document is not here to dictate any kind of standard or rules, but to highlight the importance of not delaying the conversations. The pages are meant to guide, to begin.

If by the end of this document you and your family are left wondering with deeper questions, *then* it has served it's purpose.

Keep listening. Keep learning.

Made in Canada. Canadian's spell colour with a "U".

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NOT TOO YOUNG

0 0

At birth, babies look equally at faces of all races. At 3 months, babies look more at faces that match the race of their caregivers. (Kelly et al. 2005)

0 1

Children as young as two years use race to reason about people's behaviors. (Hirschfeld, 2008)

2 1/2

By 30 months, most children use race to choose playmates. (Katz & Kofkin, 1997)

0 4

Expressions of racial prejudice often peak at ages 4 and 5. (Aboud, 2008)

0 5

By five, Black and Latinx children in research settings show no preference toward their own groups compared to Whites; White children at this age remain strongly biased in favor of whiteness. (Dunham et al, 2008)

By kindergarten, children show many of the same racial attitudes that adults in our culture hold—they have already learned to associate some groups with higher status than others. (Kinzler, 2016)

Explicit conversations with 5–7 year olds about interracial friendship can dramatically improve their racial attitudes in as little as a single week. (Bronson & Merryman, 2009)

Young children notice and think about race. Adults often worry that talking about race will encourage racial bias in children, but the opposite is true. Silence about race reinforces racism by letting children draw their own conclusions based on what they see. Teachers and families can play a powerful role in helping children of all ages develop positive attitudes about race and diversity and skills to promote a more just future—but only if we talk about it!

Information courtesy of
The Children's
Community School

More resources can be
found on their website.

EMPATHY THROUGH LITERACY

Our role as parents during read alouds is critical in helping our children retain and take action on empathy --not sympathy.

EMPATHY & BOOKS

Research shows that reading books aloud to children not only extends their vocabulary--building confidence in using their voices--but it is also a way to nurture empathy through theory of mind, and perspective-taking narratives.

“It is the mothers’ use of mental state talk that can have a positive impact on children’s theory of mind understanding.”

(Ruffman et al., 2002).

It’s not enough to simply read books to our children. Engage in the questions they ask, and don’t rush through the story. Celebrate their curious minds and offer adult insight to the narratives being told.

Please click and read the below articles to ensure full benefits of fostering empathy through books.

“How Could Children’s Storybooks Promote Empathy? A Conceptual Framework Based on Developmental Psychology and Literary Theory”, Natalia Kucirkova, Front Psychol, Feb 2019

“Children and Empathy: Reading to Learn Empathy”, Kylie Rymanowicz, Michigan State University

“Novel Finding: Reading Literary Fiction Improves Empathy”, Julianne Chaiet, Scientific America

INFANTS & TODDLERS

It’s never too early to begin introducing concepts of inclusivity and diversity to a child. Here are some to start.

The Snowy Day, by Ezra Jack Keats

Ten Little Fingers and Ten Little Toes, by Mem Fox

Everywhere Babies, by Susan Meyers

Say Hello! by Rachel Isadora

The Crayon Box That Talked, by Shane Derolf

BLACK HISTORY & LEADERS

Of Thee I Sing, by Barak Obama

Little Leaders: Bold Women in Black History, by Vashti Harrison

Young, Gifted, and Black, by Jamia Wilson

Mae Among the Stars, by Roda Ahmed

Before She Was Harriet, by Lesa Cline-Ransome

Martin’s Big Words: the Life of Dr. Martin Luther King, Jr., by Doreen Rappaport

Grand Mandela, by Zindzi, Zazi and Ziwelene Mandela

The Oldest Student: How Mary Walker Learned to Read, by Rita Lorraine Hubbard

Maya Angelou, A Guide for Dreaming and Doing, Issue 10, by Bravery Magazine

EMPATHY THROUGH LITERACY

ACTIVISM

Peaceful Fights for Equal Rights, by Rob Sanders

The Youngest Marcher, by Cynthia Levinson

An ABC of Equality, by Chana Ginelle Ewing

Say Something, by Peter H. Reynolds

INCLUSIVITY & DIVERSITY

Books that celebrate both similarities and differences--sparking wonder.

The Day You Begin, by Jacqueline Woodson

Just Ask, by Sonia Sotomayor

Intersection Allies, We Make Room for All, by Carolyn Choice and Chelsea Johnson

All Are Welcome, by Alexandra Penfold

This is How We Do It, by Matt Lamothe

Another, by Christian Robinson

Same, Same but Different, by Jenny Sue Kostecki-Shaw

POETRY

Shaking Things Up, by Susan Hood

One Last Word: Wisdom from the Harlem Renaissance, by Nikki Grimes

Out of Wonder, Poems Celebrating Poets, by Kwame Alexander

CLICK EACH TITLE TO READ MORE
ABOUT THE BOOKS

EMPATHY & COMPASSION

I Am Human, A Book of Empathy, by Susan Verde

Last Stop on Market Street, by Matt de la Peña

Those Shoes, by Maribeth Boelts

The Journey, by Francesca Sanna

We Are All Wonders, by R. J. Palacio

COMMUNITY

Thank You, Omu!, by Oge Mora

Big Umbrella, by Amy June Bates

Hey, Wall, by Susan Verde

Sofia Valdez, Future Prez, by Andrea Beaty

FRIENDSHIP

I Walk With Vanessa, by Kerascoët

The Invisible Boy, by Trudy Ludwig

SELF LOVE

Be You!, by Peter H. Reynolds

Happy in Our Skin, by Fran Manushkin

The Colours of Us, by Karen Katz

The Skin You live In, by Michael J. Tyler

I Like Myself. by Karen Beaumont

I Am Enough, by Grace Byers

EMOTIONS

I Like to Be Kind, by Campbell Books

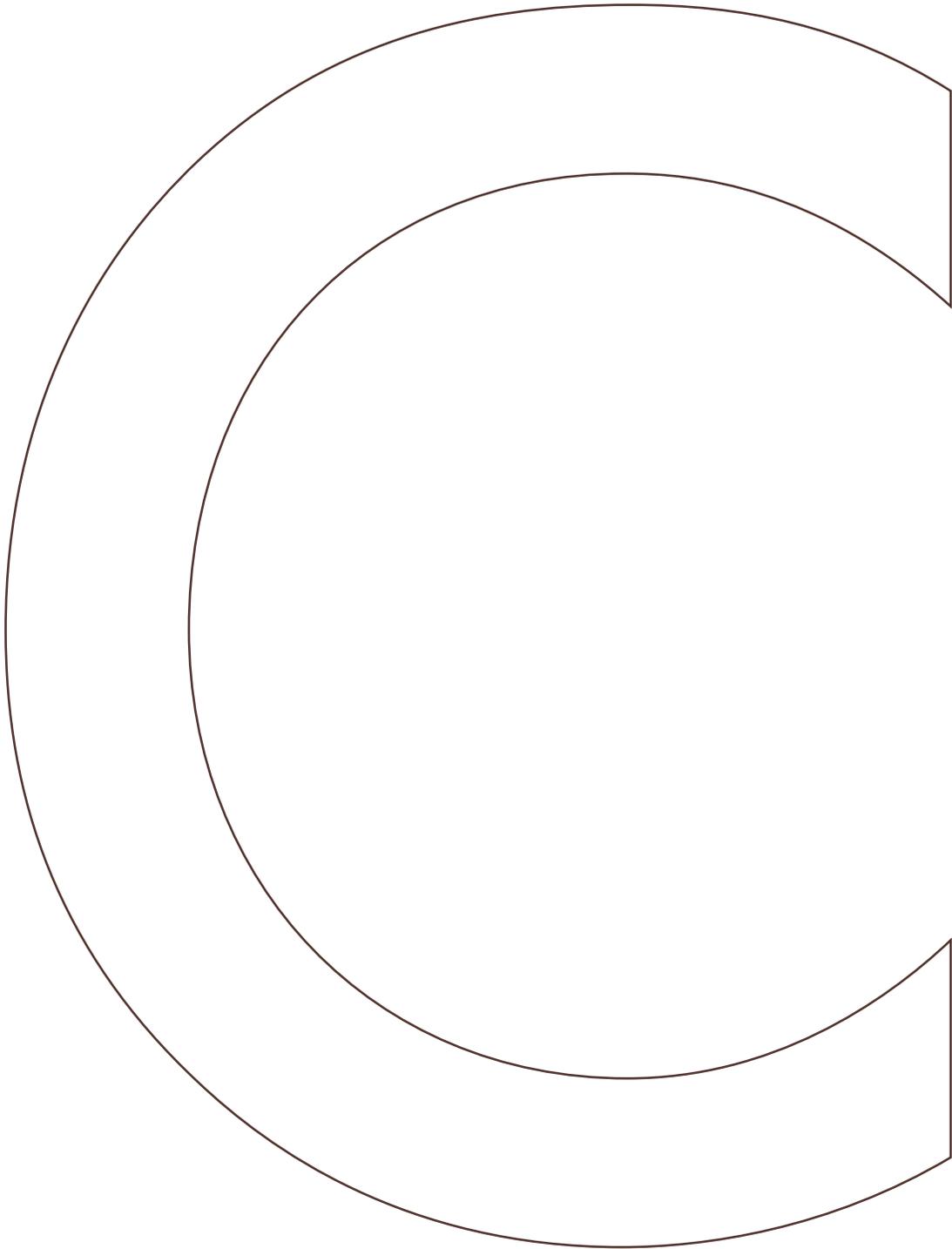
Ruby's Worry, by Tom Percival



as with anything,
be the example

C IS FOR COLOUR

colour and/or decorate



CELEBRATE DIVERSITY & INCLUSIVITY

a world full of colours is a world full of beauty

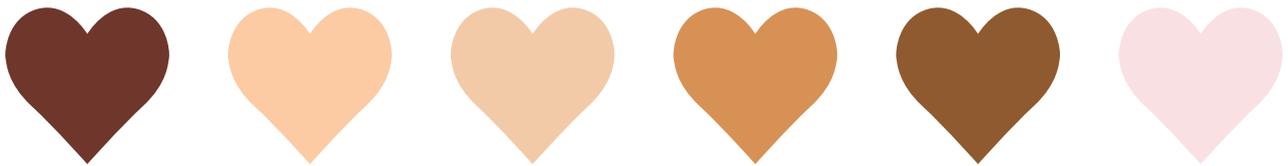


Wouldn't it be terrible?
Wouldn't it be sad?
If just one single colour
was the colour that we had?
If everything was purple?
Or red? Or blue? Or green?
If yellow, pink, or orange
was all that could be seen?
Just imagine how dull
the world would be
If just one single colour
was all we got to see?

*Poem by Shane Derolf, "The Crayon Box That Talked",
a theme chosen by the National Anti-Discrimination
Campaign for Children*

HEART & HAND

cut out the hearts and match the colour to the hands



C IS FOR COLOUR

cut out the hearts and match the colours to the crayons



caramel



sand



chocolate



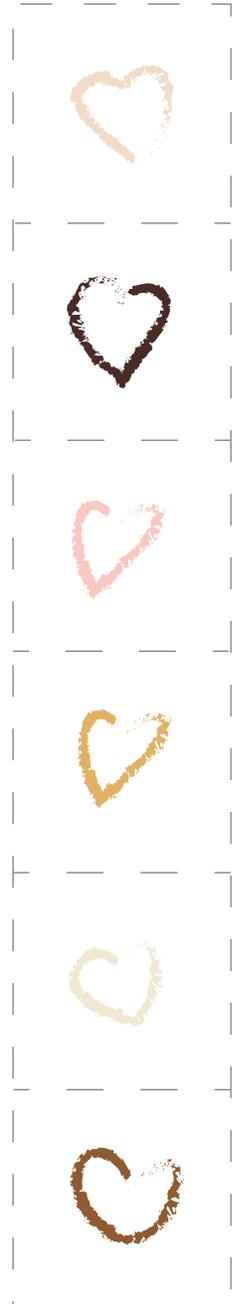
bubble gum



honey



milk

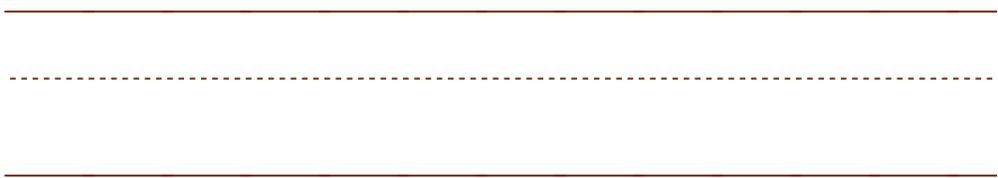
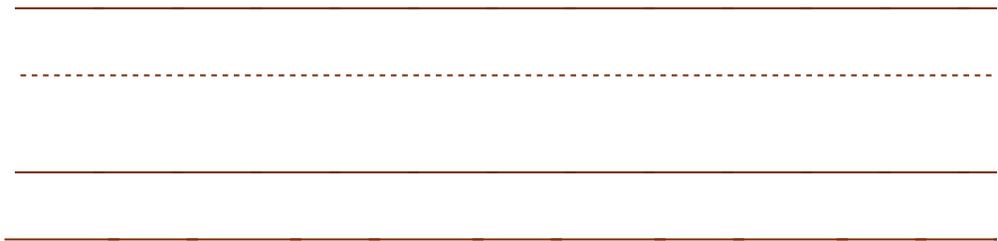
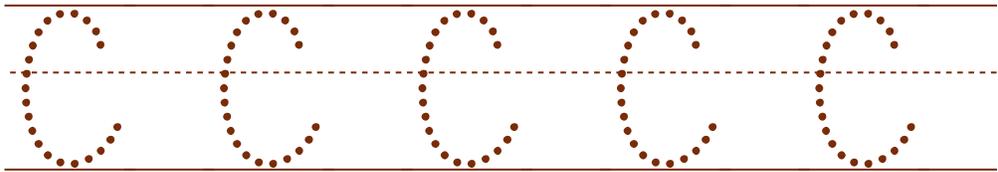


C IS FOR COLOUR

did you know there are more than a 100 human skin tone swatches made by Pantone?

▶ WATCH VIDEO

Cc



C IS FOR COLOUR

writing practice



peanut

peanut



peach

peach



chestnut

chestnut



rose

rose



cinnamon

cinnamon



almond

almond

C IS FOR COLOUR

writing practice



caramel

caramel



sand

sand



chocolate

chocolate



bubble gum

bubble gum



honey

honey

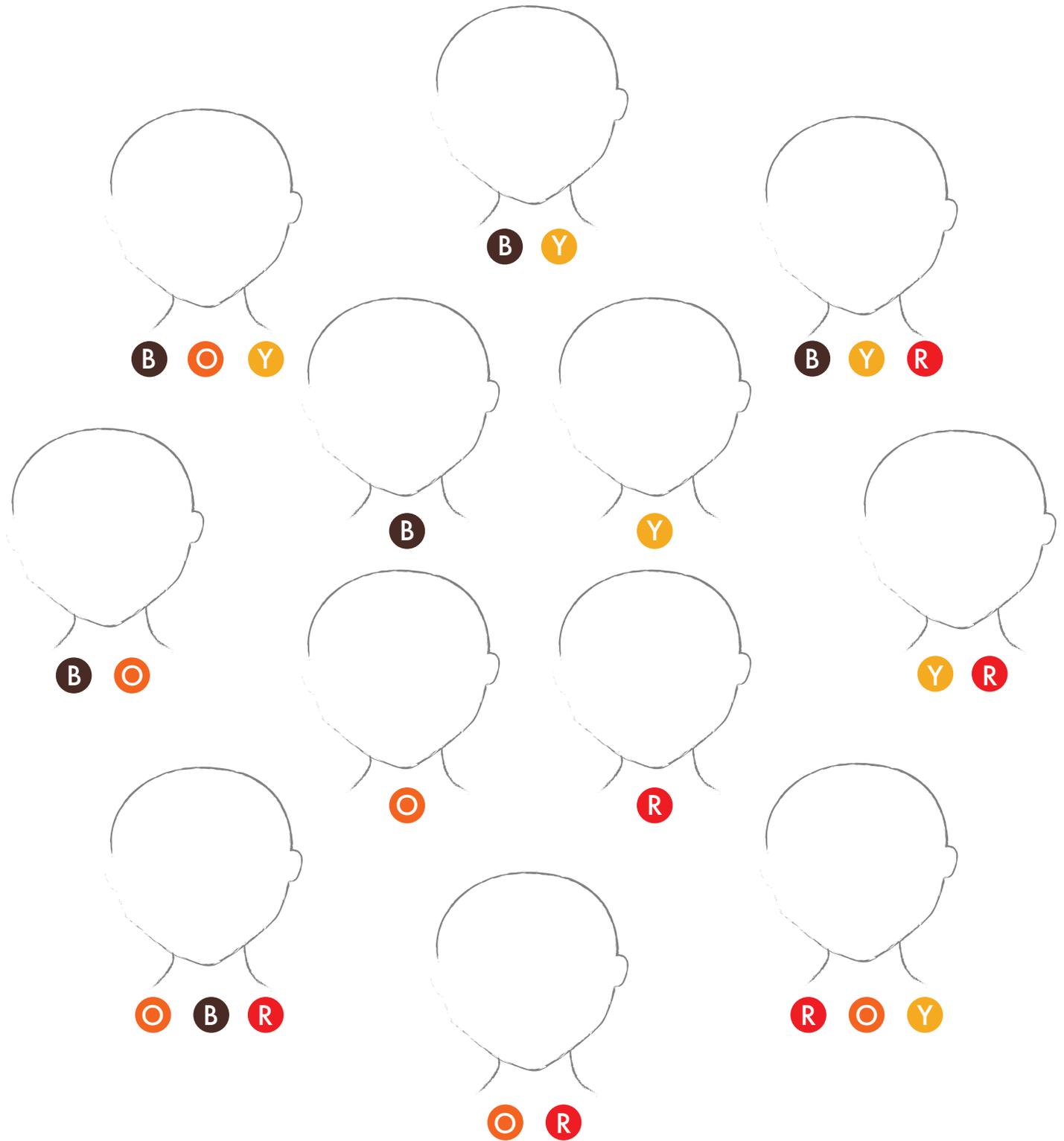


milk

milk

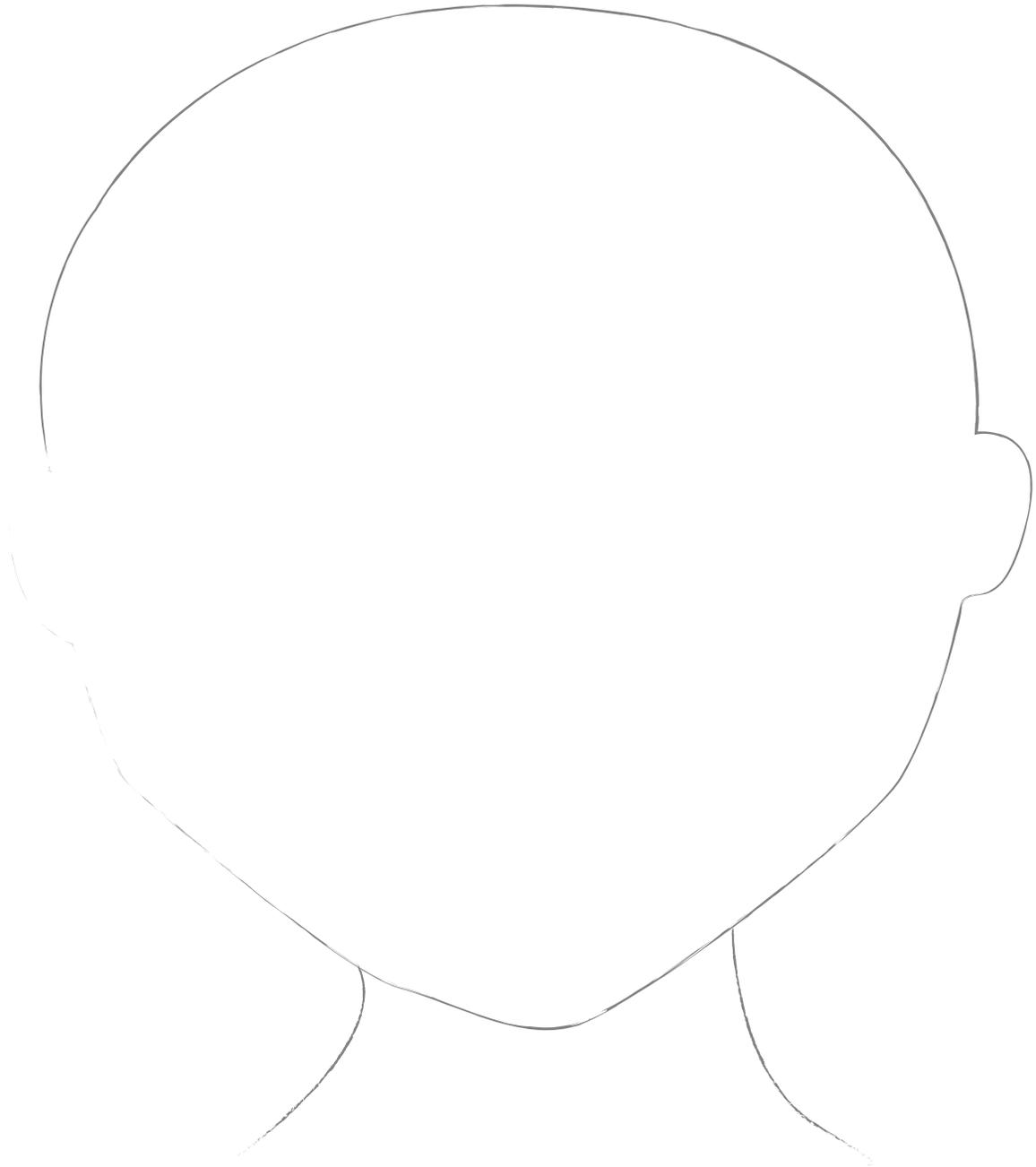
MIXING COLOURS

mix water colours and paint the faces



SELF-PORTRAIT

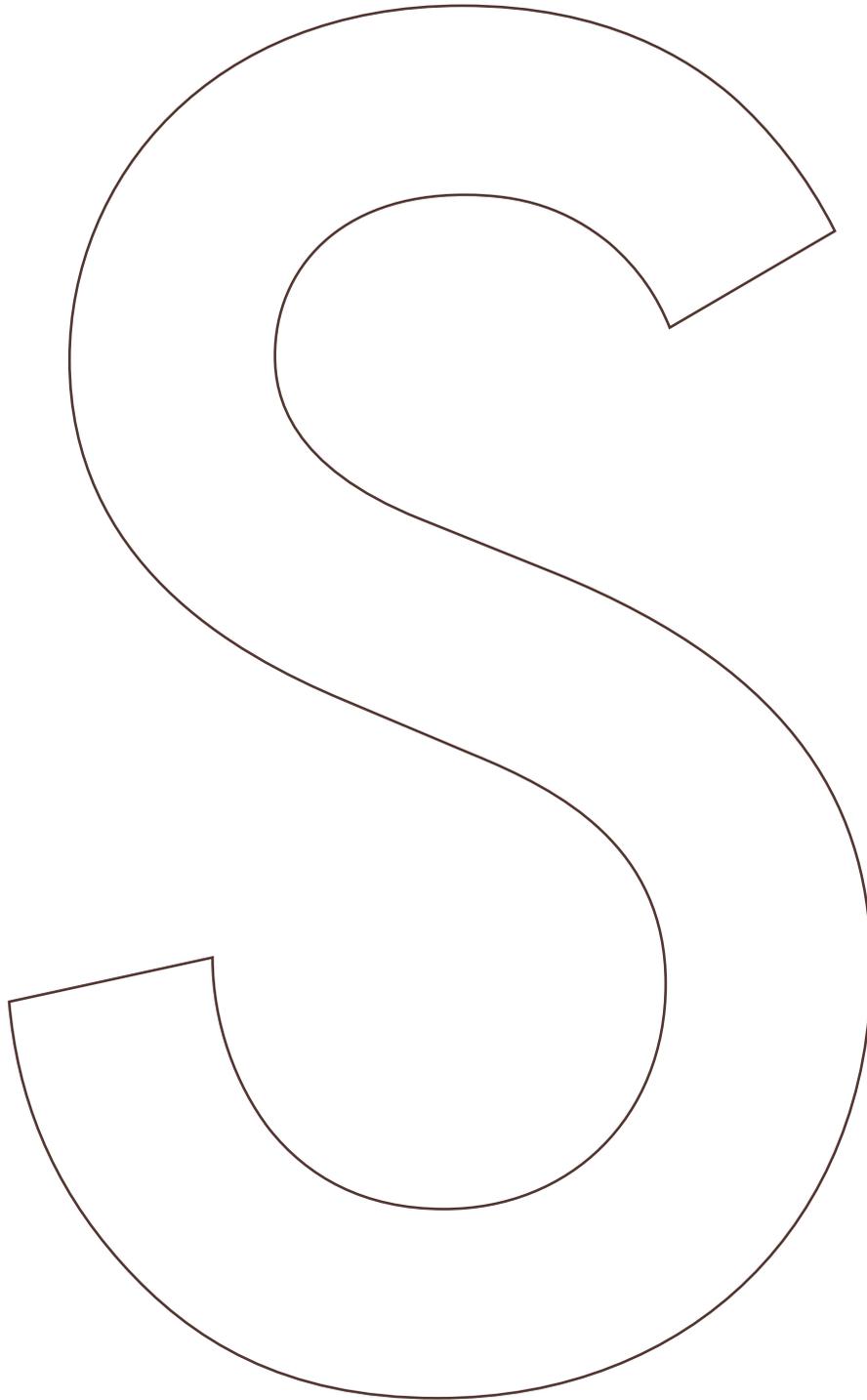
have you discovered a colour that matches your skin?



▶ WATCH VIDEO

S IS FOR SKIN

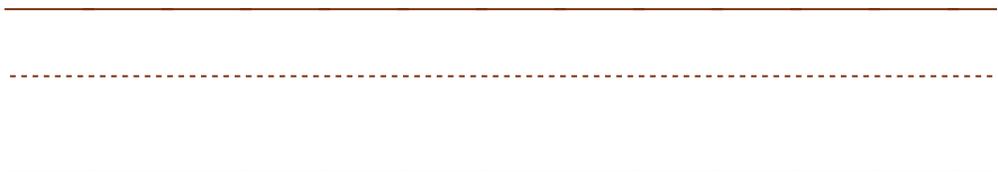
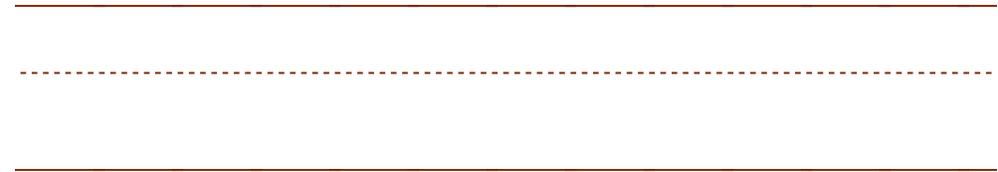
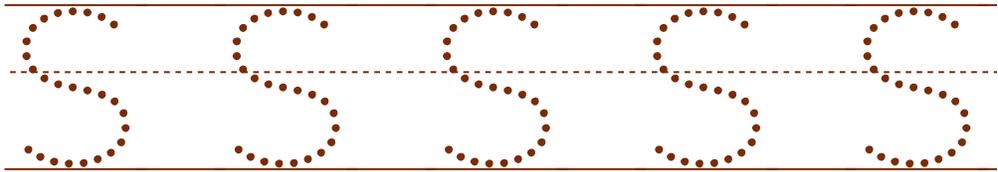
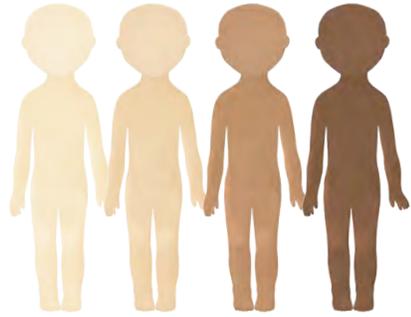
colour and/or decorate



S IS FOR SKIN

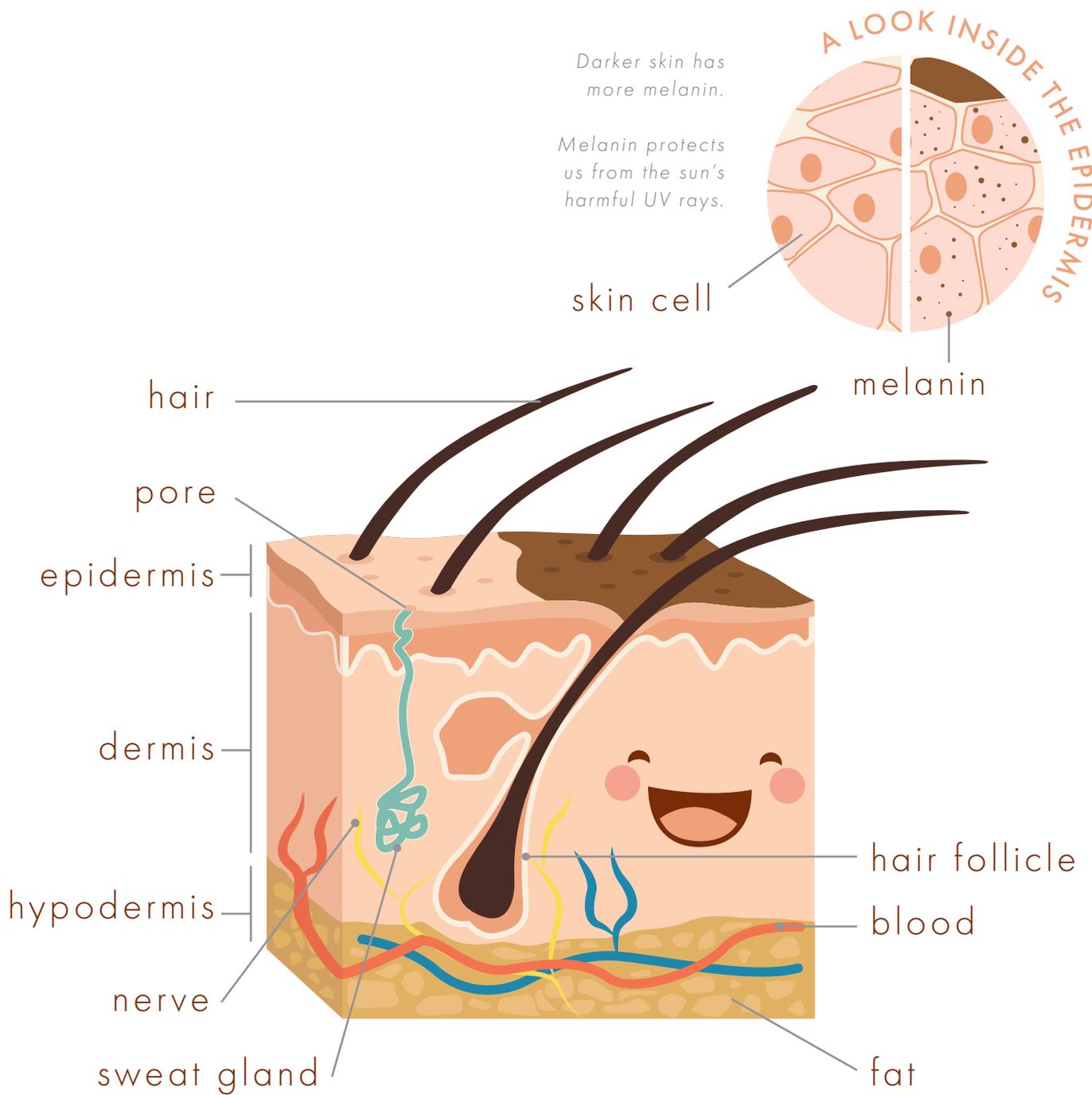
*did you know our skin is
the largest organ in our bodies?*

S s



MY SKIN IS AMAZING

*did you know darker skins have more melanin?
melanin protects us from the sun's harmful UV rays.*



▶ WATCH VIDEO

MY SKIN IS AMAZING

cut out and match to the diagram

dermis

fat

melanin

sweat gland

epidermis

nerve

pore

blood

hair

hypodermis

skin cell

hair follicle

SUNSCREEN ART

finger paint a smile on this page and leave outside in the sun for a couple hours. What do you notice?

it's important to apply sunscreen for added protection against the sun's UV rays!

IT'S A SMALL WORLD

colour the region
and where you



TRIM AND TAPE SHEETS HERE

▶ WATCH VIDEO

countries closest to the equator are the sunniest

Have you heard of evolution?
Evolution means a change happening slowly over millions of years.
Some scientists believe evolution is why some have darker skin colours than others. They believe that over time, our ancestors (your great, great, great, great, great, great..., grandparents) who lived closer to the equator produced more melanin in their skin to protect them from the sun. We now live in a colourful world because of the invention of trains, boats, cars and planes.

WORLD AFTER ALL

Where are you from?
Where do you live now?

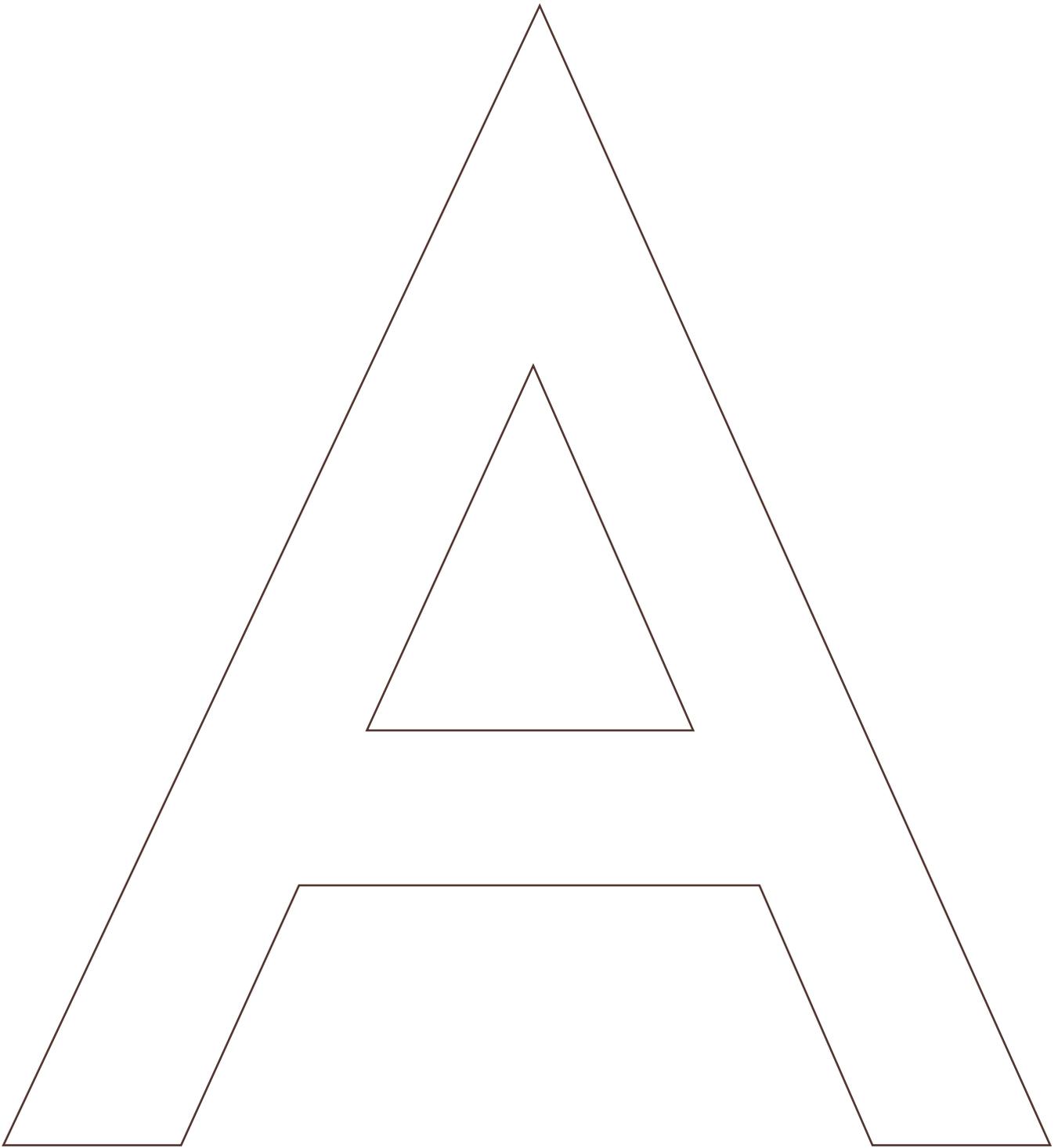
TRIM AND TAPE SHEETS HERE



Where is our family from?
How did we get here?

A IS FOR ALLY

colour and/or decorate

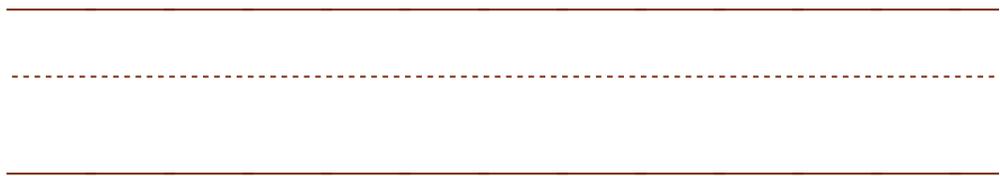
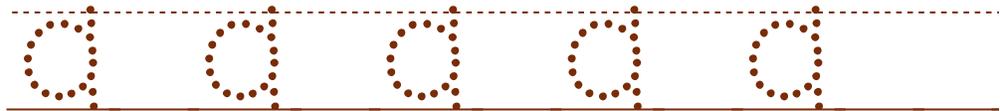
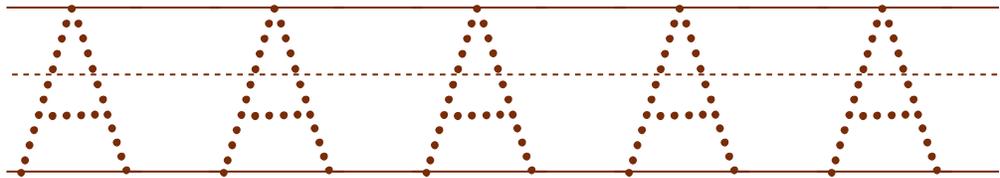


A IS FOR ALLY

*an ally is like being a friend
a friend who listens, learns, cares and stands up
for a group who is not being treated nicely by others*

A a

▶ WATCH VIDEO



AFFIRMATIONS FOR LISTENING

writing practice

I am privileged

I am unlearning

I am grateful

I am curious

I am kind

I am brave

AFFIRMATIONS FOR COMMUNITY

writing practice

I am a friend

I am welcoming

I am supportive

I am helpful

I am caring

I am peace

AFFIRMATIONS FOR SELF-LOVE

writing practice

I matter

I am the same

I am different

I am unique

I am enough

I love me

LINKS

All books and buttons in the e-document can be clicked on to lead to online videos and resources.

If any of the links are broken, of this this document is only retrieved as a printed copy, please use the list below to perform a manual search online.

PG. 01 HOW COULD CHILDREN'S...

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6370723/>

PG. 03 THE CHILDREN'S COMMUNITY SCHOOL

<http://www.childrenscommunityschool.org/social-justice-resources/>

PG 4. HOW COULD CHILDREN'S...

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6370723/>

PG 4. CHILDREN & EMPATHY

https://www.canr.msu.edu/news/children_and_empathy_reading_to_learn_empathy

PG 4. NOVEL FINDING

<https://www.scientificamerican.com/article/novel-finding-reading-literary-fiction-improves-empathy/>

PG 4. LINKS TO BOOKS

<https://pin.it/4ZDm1uo>

PG 5. LINKS TO BOOKS

<https://pin.it/4ZDm1uo>

PG 8. NATIONAL ANTI-DISCRIMINATION CAMPAIGN FOR CHILDREN

<https://www.tolerance.org/classroom-resources/tolerance-lessons/what-can-we-learn-from-a-box-of-crayons>

PG 11. HUMANAE PANTON PROJECT

www.angelicadass.com/humanae-project

PG 15. SESAME STREET COLOUR OF ME

www.youtube.com/watch?v=4sqN2J9_axY

PG 18. HOW YOUR SKIN WORKS

www.youtube.com/watch?v=yCWclrhsPQ8

PG 21. THE SCIENCE OF SKIN COLOUR

www.youtube.com/watch?v=_r4c2NT4naQ

PG 24. KIDS EXPLAIN ALLYSHIP

www.youtube.com/watch?v=sZBUmq4EEf0

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building bridges between hearts

A NON-PROFIT CHILDREN'S BOOK CLUB

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