

Summer with Purpose

Reading Guides

For

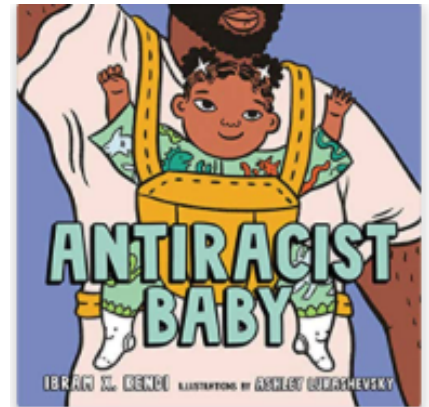
Infants through Preschool

Antiracist Baby

by: Ibram X. Kendi

“Antiracist Baby is bred, *not* born. Antiracist Baby is raised to make society transform.”

This book includes 9 steps for making “equity a reality” which provides a framework that people of all ages can use to dismantle racism.



Read this book with your child as a part of your daily/weekly routine. As your child grows older, discuss each step with them at a level that they can understand. Some examples are provided below.

- Teach your child to see color. Talk about the different skin colors that you see throughout the day. In school, at the play-ground, at church, in your family, etc.
- Talk to your child about race and racism. If you see something racist, find a way to talk to your child about it. Ask your child if they have ever seen something racist. Let your child know that they can always talk to you if they witness or are the victim of racism.
- Teach your children about the policies that create racist outcomes.
- Help your child understand that all people are beautiful and worthy of good treatment.
- Find ways for you and your child to celebrate differences. One way to do this is to attend different festivals held by people from a different race/culture than you.
- Confess when being racist. When you realize that you are holding onto a racist idea, admit it. Awareness and naming your mistake disrupts racism.

We're Different, We're the Same

(Sesame Street)

Read through the book one time then reread stopping to talk about the pages. On pages where the different body parts are, say, "God made so many beautiful_____ (body part on page), in so many colors and shapes. Each is beautiful because it was created by God's love."

As the child ages, ask how your child's body part is the same (example, for nose: can you sniff and sneeze?)"



- On each page that gives an action point to some of the people and say, "Look, this person does it too."
- As you move through the book, remind the child, "God made so many different types, and all are beautiful and special!"
- After you are finished the second time, if the child is 3 years or older, say, "Different does not mean one is better than the other. What would a rainbow be like if it was only one color?"
- You can draw a rainbow with only one color and then draw a rainbow made up of different colors.

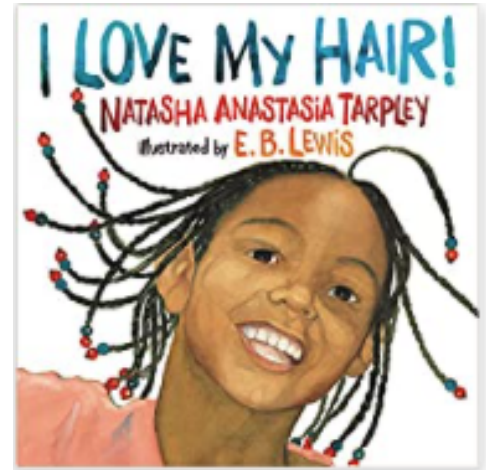
"If all flowers were the same color and shape, would a flower be special?"

- Next time you are out, point out all the colors of the flowers you see and if you can point out different shapes. Isn't it wonderful that God makes so many different kinds of flowers, so we can see each is beautiful? It is the differences that make the world beautiful.

I Love My Hair

by: Natasha Anastasia Tarpley

We can each very likely remember our mom, dad, or someone else helping us to care for our hair. Sometimes it did hurt! In this book we learn about the many different ways Black hair can be worn. Our hair helps to define who we are. It can also tell us how we are feeling or what type of mood we are in. For Black women, hair shows off creativity and culture. Historically for Black people, hair has played an important role in survival. At one time in our history Black people used their hair to stow away rice and seeds for nourishment and sometimes gold in case they were captured and had an opportunity to escape.



In *I Love My Hair* we learn how hair is something to be proud of; hair tells a history and reminds us of where we have come from. The styles remind us of the resiliency and strength that has been passed down through the DNA of Black survivors to new generations. By exploring the many different ways Black hair can be worn, we each gain new appreciation for the ways in which we are different and the ways in which we are the same. Celebrate your uniqueness and the uniqueness of each and every person through appreciation and acceptance of variety. By exploring something as simple as hair, parents and children can begin deeper conversations about the oppression of Black people.

List of Possible Questions:

1. How are you like the girl in the story?
2. What did the girl like about her hair?
3. What do you like about your hair?
4. Which style of hair did you like best?
5. How could your hair or the clothes you wear stand up for things you believe in?
6. How does your hair show people about who you are?
7. What new way might you try to wear your hair?
8. What makes Black hair special?

Preschool-Early Elementary

Come in, Come in

by: Roger Hutchison

After reading the book, point out how in the world of this book all is so different, but the character (boy/girl) knows that all are invited to come in. Through being together is when happiness and friendship happens. Go through each page and ask your child to point to the animals and characters. Name who is invited (example: The Zebra and giraffe is invited to come in.)



- Who is in your neighborhood?
- Who do you encounter in the stores and the other places? School?

Welcoming and inviting is kindness. It is a way to share with others. What are ways we can make others feel welcome around us? (With a smile, kind words, etc.)

- Who may be feeling unwelcome? Who might feel left out? How can we invite them in?
- If your church does communion, the table in the story reminds us of communion and all are invited to God's table. Talk about what it means to be invited to God's table and communion in your church.

As your child ages, they understand feeling left out. Empathy is a strong tool in seeing others as God's beloved child.

- Ask if there are any children who might feel left out.
- Talk about ways your child can help them feel invited into their "world".

Our Skin: A First Conversation About Race

by: Megan Madison, Jessical Ralli, & Isabel Roxas



Children show preferences for the faces of people from their own race group as early as 6 months. This book helps parents discuss skin color with their child. It asks questions that help children identify different skin colors in their environment and family. It also explains why skin comes in different colors (different levels of melanin) and encourages children to talk about why they love their skin. In the second half of the book the author makes the connection between skin color and the way that people are treated differently based on their skin color. The authors provide a kid friendly history and definition of racism as well as examples of racism that kids can relate to. In the end it encourages children to do their part to make things better.

When using this book with children between the ages of 0 and 3 you can focus on reading pages 1-8 with them. Whenever a question is asked, answer it for the child. For instance, page 9 says “What do you love about your skin?” After you read this line tell your child all of the things that you love about their skin.

One activity that you can do with young children to extend the learning from this book is to have them color a self portrait. Make sure that you have skin color crayons so that your child can draw himself/herself/themself accurately.

When reading this book with 4-5 year olds, read through the entire book pausing to give your child an opportunity to answer each question. If they cannot think of an answer, use this as a time for discussion where you tell them, for example, what you love about their skin, or what different skin tones exist in your family. As an added activity, have your child draw a self portrait. Make sure that you have skin color crayons so that your child can draw himself/herself/themself accurately.

Almost every page of this book provides an opportunity for discussion. Below are a few suggestions on how to use this book to spark a conversation with your child.

- Page 13 says, “We may use a color word to describe people, like Black and white.” Ask your child if they have heard people described in this way before? Ask your child what different colors they have heard people use to describe people.

- Page 15 and 16 discuss the different groups that people might belong to. Ask your child if they have heard of any of these groups. Discuss who each group refers to.
- After you read the definition of racism and the examples to your child, ask them if they have ever experienced any of these scenarios or seen anyone treat someone else mean because of the color of their skin. If they say yes,
- The end of the book encourages everyone to do their part to make things better. It gives some examples of what people can do to work for racial justice. Discuss these things with your child. Have you done any of the things mentioned in the book? If so, tell your child about your experiences. Work with your child to make a plan for how your family will do your part. Let them know that reading this book together is one way that you are doing your part.