“Developmental psychology research has shown that by the time they start Kindergarten, children begin to show many of the same implicit social attitudes that adults in our culture hold. Children have already learned to associate some groups with higher status, or more positive value, than others.”

How Kids Learn Prejudice
By Katherine D. Kinzler
Turn & Talk: In our society, which groups are treated with higher status, or more positive value, than others?

Social Identity

- Ability
- Social class
- Age
- Ethnicity
- Biological sex
- Family structure
- Race
- Gender expression
- Beliefs
- Sexual orientation

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CorlearsSchool
Look closely at the ages & stages of identity development.

- What stands out to you?
- What surprises you?
- What do you see reflected in your own children?
- What are you wondering about?
## Inclusion

### Diversity
Existence of individual and social differences that contribute to identity.

### Inclusion
Intentionally fostering an environment in which each individual is valued and respected for their diversity, is empowered to engage and contribute, and is provided access to resources and opportunities.

### Equity
Grounded in the principles of fairness, equity makes diversity and inclusion central to establishing policies and practices, creating opportunities, and ensuring each individual has the tools and support they need to achieve their individual success.

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DIVERSITY IN CHILDREN’S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children’s Book Center, School of Education, University of Wisconsin-Madison:
ccbc.education.wisc.edu/books/pcstats.asp

Illustration by David Huynh, in consultation with Sarah Park Dahlen
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The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Horning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.
Inclusion Challenge #1: The Unpredictable Environment

**Know**
- take care of people
- so people are okay
- important to the world
- help communities
- stop people from hurting others
- trap people in jail
- tools/materials
- walking to see if there are any "bad guys"
- catch "bad people"
- get donuts & coffee on break
- help people, give directions
- call 911
- walkies

**Police Officers**

**Know**
- they take bad people to jail (some not all)
- call 911 to get them to come
- stop people from taking you from your mom & dad
- 2 names (Police Officer (Officer)
- if people are hurt they also help the ambulance
- call 911 to tell them what's wrong, why you are calling
- they have police cars (emergency vehicles)
- they have uniforms (blue)

**Want to Know**

**Learned**
- stay there, tell person nearest to you, you're lost
- stay calm
- write your phone number on a piece of paper so someone can call your parents
- fingerprints
Inclusion Strategy #1: The Prepared Environment
Inclusion Strategy #2: Curated Conversations

Address stereotypes directly by asking critical questions and engaging students in deeper conversations.

- Who can be a police officer?
- Do all police officers do the same thing?
- What makes a person good or bad?
- How do police officers keep the community safe?
Inclusion Strategy #3: Self-Reflection

Engaging children in the practice of noticing their own stereotypes can be very powerful.

- Inquiry cycles build reflection into the process.
- KWL - Know, Want to Know, Learned
- At first I thought, but now I know...
Recommended Readings

- Unequal Childhoods: Class, Race, and Family Life by Annette Lareau
- The Playdate: Parents, Children, and the New Expectations of Play by Tamara R. Mose
- So You Want to Talk About Race by Ijeoma Oluo