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## Sixteen Ways to Help Children Become Thoughtful, Informed, and Brave About Race

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### INSTRUCTIONS

This handout was designed for use with the Embrace Race Action Guide, “16 Ways to Help Children Become Thoughtful, Informed, and Brave About Race.” The questions and activities in this handout could be used in a work session (e.g., professional learning community, professional development session), for individual coaching, or for self-reflection.

### Goals

- ◆ Build confidence in our ability to discuss race with young children.
- ◆ Support children to develop self-confidence when discussing race and human diversity.

### Activity

- ◆ Read the guide.
- ◆ Use the questions below to reflect on how you can support children’s self-confidence in their social identities.
- ◆ Implement your plan and adjust as needed.

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**Do the best you can until you know better. Then, when you know better,  
do better.**

**-Maya Angelou**

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## REFLECTION QUESTIONS

- ◆ What caught your attention from the guide? Why was that fact, idea, or example meaningful to you?

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- ◆ The action guide opens with this powerful statement: “As adults in the lives of children, we play a crucial role in shaping how and what they learn about race.” Research shows that children as young as six months old can notice physical differences among people, including their race.
    - What is your role in helping children feel confident to acknowledge and talk about race and other diversity topics at school?
    - How can self-confidence help children understand and appreciate race and human diversity? How does that understanding and appreciation help them *build* self-confidence?

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- ◆ When adults discuss race and human diversity with confidence, they help children feel more confident about themselves and comfortable around others.
    - How confident do you feel discussing race with children?
      - If you feel confident, how do you model that confidence for children?
      - If you don’t feel confident, why not? What can you do to feel more confident?

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- ◆ Talking about race with their young children may not come naturally for some families. It may be helpful to share this action guide to build their confidence to talk about race at home.
    - How could you use this action guide with families?
    - How could you make this guide more accessible for your families?
    - What additional resources (e.g., other readings, translation services, videos, varied voices) do you need to gather?

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- ◆ The action guide lists four big ideas (listed below) and sixteen aligned practices to help children develop self-confidence and become “thoughtful, informed, and race-brave community members.”
    - Start early. The earlier, the better.
    - Let your child see you do your own work.
    - Learn about others and about yourself.
    - Raise a changemaker.
    - Based on your own professional development and children’s needs, select one big idea and one aligned practice to implement:
      - When will you use this practice?
      - What resources or support (e.g., readings, videos, conversation with others, coaching) do you need to implement this practice? How will you access those resources and support?

## ADDITIONAL RESOURCES

Learn more about other ways to support all children to build self-confidence:

- ◆ **Source:** A Mighty Girl
- ◆ **Blog:** “The Power of Words: How to Give Praise that Motivates and Empowers Girls”
- ◆ **Link:** <https://www.amightygirl.com/blog?p=26248>
- ◆ **Description:** Drawing on Dr. Carol Dweck’s research about mindset, this blog describes ways we can use praise to combat gender stereotypes and support girls’ self-confidence.

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- ◆ **Source:** Early Learning Nation
  - ◆ **Interview:** “Julie Olsen Edwards: How Teachers Can Help Children’s Identities Grow”
  - ◆ **Link:** <https://earlylearningnation.com/2019/11/julie-olsen-edwards-how-teachers-can-help-childrens-identities-grow/>
  - ◆ **Description:** Self-confidence is rooted in the strength of children’s identities. Check out this interview with Julie Olsen Edwards to learn how teachers can help children’s identities grow using principles of anti-bias education.