



# Discussing Race

**With Children Aged 2-6**

Spark Meaningful Classroom Conversations  
To Promote Social and Emotional Development



Find songs, videos, and more for this unit at [www.PlaySparkler.org/ustime](http://www.PlaySparkler.org/ustime)

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# Introduction

## Let's Grow Kids' Big Hearts!

People need "big hearts" (also known as social and emotional skills) to understand themselves and manage emotions and to connect and cooperate with others. Sparkler Learning — an early learning and family engagement organization — created Us Time to help educators working with children aged 2 through 6 help students explore the ideas of:

- ♥ Me (identity, feelings, self regulation)
- ♥ You (awareness of others, appreciation of diversity)
- ♥ Us (relationships, working with others)

## What is Us Time?

Us Time is a framework for classroom community meetings for young students, encouraging teachers to use activities, songs, and stories from Sparkler and our partners to grow kids' hearts. This is an action-oriented guide that teachers can print and use. It will help:

- ♥ Build multi-session curriculum lessons;
- ♥ Address issues in classrooms; and
- ♥ Stretch and support the hearts, minds, words, and bodies of young students.

Us Time invites children to embark on the life-long discovery of how to be with ourselves and each other in the world. It will also help teachers

engage parents and caregivers, tapping into activities, tips, songs, and interactive tools available from Sparkler Learning and its partners. Each lesson can be pared down — or expanded — to meet the needs of your classroom. Find the interactive version online at [playsparkler.org/ustime](https://playsparkler.org/ustime).



## Who Made This Guide?

Sparkler Learning is a nonprofit organization that works with educators and other providers serving young children to engage and support families. Our goal: Sparking healthy early childhood development and helping every child get a strong start! Sparkler also collaborated with Noggin — Nick Jr.'s early learning service — and other partners to create a social and emotional learning campaign called Big Heart World, which provides free resources to help parents, caregivers and educators grow kids with big hearts.

# Us Time Elements



## A Place to Gather, Plus Materials

During Us Time, students gather together on a rug or in a corner of the classroom. Make it yours! If materials are required (or optional) we let you know.



## Opening Song

An opening song helps establish a tone of joyful participation, and gives Us Time a feeling of ritual. We know that Us Time has started, because we just sang the song! You can access the song online at [playsparkler.org/UsTimeSongs](https://playsparkler.org/UsTimeSongs)



## Voice and Body Breaks

Voice and Body breaks provide a break from sitting and waiting your turn. These moments can also be opportunities to reinforce big ideas through our bodies. Putting all our hands together, following the leader, building a giant machine with our bodies, stepping around the room in unison: these are all chances to practice working as a group, listening to each other, and expressing ourselves.



## Discussion

Discussion is the heart of Us Time, when children get to share their own experiences, brainstorm ideas, and articulate lessons. Discussion can also be a good time to learn vocabulary — or "big words" — which help children to express their big ideas. If children have a lot to say, you can encourage them to turn to their partner to chat, instead of speaking as a full group together.



## Activity

This is when children solidify their understanding through song, activity, or dramatic play. This helps them build a visible and physical manifestation of the lesson.



## Story Time

Read together to explore the theme.



## Vocabulary

Sometimes we will share vocabulary words, which educators and students can use during Us Time. These are never meant to be used as a list for memorizing, but rather ways to increase shared community understanding of key terms and phrases.



## Play

We incorporate videos of songs and examples to enhance learning. A closing song book-ends Us Time, and sends us into our next activity, but with the understanding that the Us Time lessons stretch throughout our day, and our lives! You can access songs online at [playsparkler.org/ustime](https://playsparkler.org/ustime)



## Take Home Resources

Each lesson is paired with a take-home resources that summarize the lesson and the language of the meeting, and shares some ideas for at-home activities to reinforce lessons.

**Us Time always starts with "Us Time," the welcome song, to begin the special time together. It always ends with "Thank You" – the goodbye song. In between, there are discussions, activities, stories, etc. Please use your discretion to spread out a lesson over multiple days, taking your students' lead in the pacing of the discussions and activities. We have provided suggestions, but you know your students best and should plan according to their needs.**

Learn more: [www.playsparkler.org/ustime](https://www.playsparkler.org/ustime)

Please email with questions or feedback: [support@playsparkler.org](mailto:support@playsparkler.org)

# Us Time: Race

## Discussing Race

Welcome to the educator companion to "Discussing Race With Young Children: A Step-By-Step Activity Guide," which is a family-friendly guide created by Sparkler Learning in collaboration with Noggin and OK Play.

This six-lesson unit that can be used in schools/classrooms with young children to spark community conversations related to identity, race, and racism. After the introduction to Us Time (for those not yet using the practice in their classrooms) the unit will cover the following topics:

- Similarities and Differences
- Families are Different (And the Same!)
- Empathy: We all Have Feelings, and They're All OK
- That's not Fair: Noticing Bias & Standing Up for Others
- Appreciating Cultures
- Review

In this unit, students will gather for classroom community meetings ("Us Time") to explore ideas such as how a person's skin color is one part of their identity, how people with differences can also have things in common and come together as a community, how we can work or play together with people who are different from us, and some ways we can take care of others in our community. The materials are aligned with both the Early Learning Outcomes Framework and CT Early Learning and Development Standards. Each lesson includes references to the specific standards the lesson addresses.



**Discussing Race is a step-by-step guide for families to use with their young children to spark meaningful conversations about identity, similarities and differences, race, and racism. The guide is aligned with this classroom resource and can be shared with parents.**

**Find the parent guide, "Discussing Race," online: [www.BigHeartWorld.org/discussingrace](http://www.BigHeartWorld.org/discussingrace)**

# Unit Tips for Teachers

## Why Does "Race" Belong in Early Childhood Classrooms?

We know that race is an emotionally charged topic and can be an uncomfortable conversation for many of us — parents, caregivers, educators. As an educator, you may feel that it's not your place, or that your supervisors might object to talking about issues of identity, race, and racism in your classroom. However, creating space for children to discuss and make sense of their observation is important work!

All children notice differences and similarities between people; it's an expected and normal part of their development. Research shows that individuals notice racial differences in people as early as infancy (Kelly, et al., 2005); by toddlerhood, children often choose playmates based on race (Katz & Kofkin, 1997).

Some people wonder: Why can't we just tell children that race and skin color don't matter, and that we are all the same and equal? It seems like talking about race will further divide us.

We all wish we lived in a world where everyone was treated equally regardless of the color of their skin, but that often is not the case. And research tells us that young children notice (Winkler, 2007). Avoiding conversations about race can also cause confusion for children of color who experience racism based on skin color (Lingras, 2021). Perhaps most importantly, by avoiding conversations we may miss a key opportunity to prepare children of all colors to successfully identify racism when it's happening, and to be able to do something about it.

## 5 Core Reasons to Talk About Race in Your Classroom

You can use these points when sharing information with your supervisors and families.

1. As adults, we have an opportunity to support and guide children. By listening to our children's observations and talking openly about race, we can set children up to understand and celebrate differences.
2. When we talk with our children about differences — both seen and unseen — we are helping children learn to respect and be kind to all the different people who make up their classroom, community, country, and world.
3. Early conversations about race can help to build children's ability to work well with people from different backgrounds. Working collaboratively and solving problems together are skills that will benefit children as they grow up in our diverse world.
4. Talking about differences helps children spot when people are being treated unfairly because of their race — and use their voice to stand up for what's right.
5. Framing conversations around a celebration of race, skin color, and diversity can increase self-esteem and pride in children of color.

# Tips, continued.



When we are available to answer children's questions and acknowledge their observations it promotes their curiosity about the people and world around them. It can also help them to accept (and celebrate!) individuals and families that look different, have different traditions, or speak in different ways. Conversely, when we hush or avoid the topic of race, we may inadvertently signal to children that what they asked or observed is something bad or negative. It therefore can create discomfort around race and differences.

**We encourage you to consider the following ideas as you explore the curriculum with your students:**

## **1. Avoid assumptions to help children learn not to assume.**

This guide is built around photos and illustrations of diverse people. While there are some things that we can tell for sure about a person just by looking at a picture (like the color of their skin), there is far more that we can't tell just by looking, such as where a person is from, what language they speak, or their beliefs. The language that you use when talking with children can help them learn to avoid making assumptions. For example, start your observations by saying, "It looks like..." rather than stating your observation as fact. You can also respond to a student's observations by saying, "That could be true for some people, but not for everyone. We don't know for sure!"

## **2. Notice where you, as the teacher, are uncomfortable or hesitant.**

You can practice using non-judgmental language to describe people before talking with your students. You can also let your students know that these are new ideas for you too, and that you'll be learning and practicing together with them. It's OK to make mistakes!

## **3. Know YOUR students.**

The way that you approach certain conversations or activities should absolutely be adjusted to suit the needs of the students in your class. A conversation about families may not be appropriate for a student in an unstable family situation. The racial make-up of your class should influence your conversation as well.

**Please find suggested resources for further reading to engage in your own, adult anti-bias work on the following page. Understanding yourself can be useful before implementing the curriculum with children.**



# Tips, continued.

## Preparing Yourself – As the Teacher – to Teach This Unit



As a reminder, the images, discussion questions, and activities in these lessons are meant to support adults' conversations with children and to prompt children to share their thoughts and questions about race and diversity.

When engaging in this work, our primary focus should be on listening to children's ideas and guiding them toward a fuller understanding of the topic. As adults, our thoughts and ideas about race and diversity are informed by a lifetime of experiences — some of which may be traumatic, deeply personal, and difficult to share. Talking about race, skin tone, family, and diversity can be emotionally charged topics for adults.

Before engaging in this work with children, it is important to consider how the adults in the room (yourself and any others present) may react to the topic, and prepare ourselves to moderate any emotional connections to the topic. Notice what you have aversion to or what makes you nervous. For example, we might feel nervous about saying the “wrong thing,” or have our own deep-seated resistance to even acknowledging differences among people based on how we were raised ourselves. All of this is important information, and will help you as you prepare to lead children in a discussion.

You may want to do more reading before you begin teaching this unit to your students. Some recommended resources are below:

**How To Discuss Diverse Skin Tones With Young Children** by Britt Hawthorne  
<https://britthawthorne.com/blog/diverse-skin-tones/>

**Building Anti-Bias Early Childhood Programs** by Louise Derman-Sparks, Debbie LeeKeenan, and John Nimmo (Teachers College Press and NAEYC)  
<https://www.naeyc.org/resources/pubs/yc/may2015/building-anti-bias-programs>

**Recommendations from Dr. Allison Briscoe-Smith:** <http://www.drbriscoesmith.com/more-reading>



## Us Time Intro



10-12 MINUTES



### Us Time Intro Goals

- ♥ Introducing the structure of Us Time
- ♥ Introducing the purpose of Us Time
- ♥ Sharing the songs!

### Materials



#### Get Ready!

- ♥ A place to gather
- ♥ Us Time Songs
- ♥ Paper or board for writing/drawing agreements

### Us Time!



#### Us Time Song (1 min)

Open Us Time with the "Us Time" song. Sing it together or play the video, which is available online at [playsparkler.org/UsTimeSongs](https://playsparkler.org/UsTimeSongs).



#### Us Time Introduction (1 min)

Tell your children that when they hear that song, they know that it's Us Time — a time for community thinking, feeling, helping, and sharing.



#### Introduce Agreements (3-8 minutes)

- ♥ Agreements are rules that people decide, together, to follow.
- ♥ Ask the students to brainstorm a list of Agreements like:
  - ♥ Paying attention to each other
  - ♥ Keeping our hands to ourselves
  - ♥ Giving everyone a turn to speak.
- ♥ Write down the students' ideas (or draw pictures to represent their ideas) so you can return to the list later to add and/or recommit.
- ♥ Ask students to raise their hands or say, "I agree" to show that they agree to the list of agreements.



#### Thank You: Us Time Closing Song (2 min)

Conclude with "Thank You," the Us Time "goodbye" song. This song marks the end of Us Time. Find the song [online at playsparkler.org/UsTimeSongs](https://playsparkler.org/UsTimeSongs).

## Race: Lesson 1 – Similarities and Differences

ELOF Alignment: Goal P-SE 6, Goal P-SE 11, Goal P-LC 1, Goal P-LC 2, Goal P-LC 5, Goal P-LC 6, Goal P-LIT 4

Note: This lesson should be spread over multiple days, especially if you are working with younger children. Each day, you should begin with the "Us Time" welcome song and conclude with the "Thank You" song. In between, you should pick one or two short discussions/activities to focus on for a short mini-lesson.



### Lesson 1 Goals

- ♥ Notice different skin tones
- ♥ Establish vocabulary for discussing skin tones
- ♥ Learn why skin is different

### Materials



#### Get Ready!

- ♥ On the Playground illustration
- ♥ Skin tone markers, crayons, or paper
- ♥ Large paper or board for documenting students' ideas

### Vocabulary



- ♥ **Melanin** - a pigment in the body that makes our hair, skin, and eye color appear darker when we have more of it and lighter when we have less. The more melanin someone has in their body, the darker their features will be.
- ♥ **Similar** - alike but not the same
- ♥ **Different** - not the same as each other, unlike



Find a printable poster-sized version at [playsparkler.org/posters-for-discussing-race](https://playsparkler.org/posters-for-discussing-race)

### Similarities and Differences



#### Us Time Song (Play at the start of each Us Time session; 1 min)

Open Us Time with the "Us Time" song. Sing it together or play the video ([available at playsparkler.org/UsTimeSongs](https://playsparkler.org/UsTimeSongs)).



#### Review Agreements (~2 mins)

Agreements are rules that people decide, together, to follow. Review the list that the class created. You can add, modify, or just recommit.



Find a printable poster-sized version at  
[playsparkler.org/posters-for-discussing-race](https://playsparkler.org/posters-for-discussing-race)



**Discussion: At the Playground? (Day 1; 3-10 minutes, depending on age of students)**

- ♥ Share the illustration “On the Playground” and go around the circle to give each student a chance to share what they notice in the picture.
- ♥ Select two children or a group of children in the illustration and point out their similarities and differences For example, “Can you find two children playing with a football? What is the same about them? What is different?”
- ♥ Repeat with a few different pairs or groups of children in the illustration to help children observe what is similar and different about the different people in the playground illustration.



**Voice & Body Break: Celebrate Our Difference (Introduce on Day 1, and incorporate into other mini-lessons; 2 mins)**

Listen to "Celebrate Our Difference" by Oh, Hush!, Grayson DeWolfe, and Matrik from Noggin's Big Heart Beats Album. Sing and dance along — and listen to the lyrics about celebrating the differences in the world around us.

- ♥ Find the song online at [bigheartworld.org/discussingrace](https://bigheartworld.org/discussingrace)
- ♥ Find more learning resources about the song online at: [bigheartworld.org/big-heart-beats-album-celebrate-our-difference](https://bigheartworld.org/big-heart-beats-album-celebrate-our-difference)



Find the song online at [bigheartworld.org/discussingrace](https://bigheartworld.org/discussingrace)



**Activity: Skin Color Matching (Day 2; 5-15 minutes, depending on age of students)**

Use skin tone markers, crayons, or paper to illustrate one particular skin tone. Ask students to identify a person in the “On the Playground” illustration with a similar skin tone.

Introduce the word **melanin** to explain skin tone.

♥ There’s something called melanin that everyone has in their body. Melanin gives color to our hair, skin, and eyes. The more melanin someone has in their body, the darker their hair, skin, and eyes will be. Each of us has our own color.

♥ For example: “This person has a lot of melanin that makes their skin darker. This person has a little bit of melanin — their skin is lighter!”

Repeat the color comparison with different skin shades, using the On The Playground illustration or other pictures from books or life.



**Activity: Tell a Story (Day 3; 7-15 minutes, depending on the age of the students)**

Use the "On the Playground" illustration to inspire a group storytelling activity.

- ♥ Tell the class that you will all work together to make up a story about a pair or group of people in the illustration.
- ♥ Select an image from the illustration inspired by your students’ interests.
- ♥ As the teacher, tell the first line of the story, writing on the board or on large paper.
- ♥ Move around the circle of students, with each student adding an idea or sentence. Pause every few students to read the story aloud and keep everyone on track.
- ♥ When 2 or 3 students are left to share, prompt the class to work toward an ending for the story.
- ♥ Optional extension: If this collaborative story-telling exercise goes well, try turning your class story into a book. Put each child’s contribution on a separate page and invite them to illustrate. Keep your book on the classroom bookshelf.





## Every day, we are surrounded by similarities & differences!

In this unit, we used an illustration of a playground scene to prompt conversations and tell stories about the similarities and differences in the world around us! Let's finish by remembering what we learned!



### Closing Discussion (Day 4; 3-7 min, depending on the age of your students)

There are many ways people are different, and those differences make each of us special and unique! There are also many ways that we are the same, both in how we look and what we like to do. There are some things that we can tell about a person by looking at them, like the color of their skin or what they are doing. There are also lots of things that we CAN'T tell about someone by looking at them, like where they are from, what they are good at, or what they think, feel, or believe.

1. What are some similarities and differences we noticed in the illustration?
2. What are some ways we are similar and different from each other.



### Thank You: Us Time Closing Song (At the end of each Us Time session; 2 min)

Conclude with "Thank You," the Us Time "goodbye" song. This song marks the end of Us Time. Find the song [online at playsparkler.org/UsTimeSongs](https://www.playsparkler.org/UsTimeSongs).



### For Their Backpacks

Available free online



**Celebrate Our Differences** is part of Noggin's Big Heart Beats album



**Community Colors** Upload a picture of your skin color and put yourself on the map! There are so many colors in our big, shared world community!

If your school or organization is a Sparkler partner, share these in-app activities to help families play along at home and connect with the curriculum. Scan the QR to play along in the app!



**I Spy Friends** leads families through a game using the same "On the Playground" illustration



**Color Match** an at-home version of the skin-tone matching activity

## Race: Lesson 2 – Families are Different & The Same

ELOF Alignment: Goal P-SE 6, Goal P-SE 9, Goal, P-SE 10, Goal P-SE 11, Goal P-LC 1, Goal P-LC 2, Goal P-LC 5, Goal P-LC 6, Goal P-LIT

Note: This lesson should be spread over multiple days, especially if you are working with younger children. Each day, you should begin with the "Us Time" welcome song and conclude with the "Thank You" song. In between, you should pick one or two short discussions/activities to focus on for a short mini-lesson.



### Lesson 2 Goals

- ♥ Notice diversity within and between families
- ♥ Discuss different family structures

### Important Note for Educators

Us Time is a safe space for discussion about topics on social and emotional learning. Family is an important part of our identity — who we are — and our families help us to develop an understanding of the world around us. Talking about our families can help children to explore the diversity within and between families. As you work on this lesson, please be mindful of the children who make up your class. Many people have challenging family lives and those experiences might be hard to discuss. Nobody should ever feel forced to share their experience.

### Materials



#### Get Ready!

- ♥ Family Photos collage
- ♥ 1 Family Photo (or Drawing) per Student

### Vocabulary



- ♥ **Same** – an identical type
- ♥ **Similar** - alike but not the same
- ♥ **Different** – not the same as each other, unlike

### Families Are Different & The Same



#### Us Time Song (Play at the start of each Us Time session; 1 min)

Open Us Time with the "Us Time" song. Sing it together or play the video ([available at playsparkler.org/UsTimeSongs](https://playsparkler.org/UsTimeSongs)).



Find a printable poster-sized version at [playsparkler.org/posters-for-discussing-race](https://playsparkler.org/posters-for-discussing-race)



### Review Agreements (~2 mins in each Us Time Session)

Agreements are rules that people decide, together, to follow. Review the list that the class created. You can add, modify, or just recommit.



### Discussion: Each Family is Special (Day 1; 5-10 mins, depending on the age of the students)

- ✔ Using the “Family Photos” collage, select two families to highlight.
- ✔ Share one photo at a time with students, saying, “This is a picture of a family!” Point to each person in the picture and ask students who they think that person is to the family (mother, baby, grandfather, etc).
- ✔ Ask students if the family members in the photo are all the same or if they see any differences. Point out and name any differences that students don’t highlight on their own.
- ✔ Optional: When you have looked closely at each photo separately, highlight two families and ask students how the two families are the same and different. Use the following questions to spark ideas:
  - ♥ Who are the family members in each family?
  - ♥ How many people are in each family? How many children? How many adults?
  - ♥ Do the people in each family all have the same skin color or different skin colors?





**Activity: Family Picture Stories (Day 2; 5 minute introduction during Us Time)**

Allow students to share and discuss photos or illustrations of their families. Assemble the pictures into a class book.

**Note:** Please take a moment to consider the home situations of the students in your class before beginning this activity. Some children with unstable or challenging family circumstances may not be able to participate.



- 👉 Ask each child to bring in one photo of their family or to draw a picture of their family.
- 👉 The photos or children's drawings can define "family" in any way that they choose — immediate family members, extended family, friends who are family, etc.
- 👉 During free play/choice time, individually interview each child about their photo or illustration. Possible questions include:
  - 👉 Who is in your picture?
  - 👉 How many people are in your family?
  - 👉 How many brothers and sisters are in your family?
  - 👉 How many adults are in your family? How many children?
  - 👉 Do you have any animals in your family?
  - 👉 What is the same about everyone in the photo?
  - 👉 What are the differences among the people in the photo?
  - 👉 What do you like to do with your family?
  - 👉 What do you love about your family?
- 👉 Assemble a class book of families, with one student's family photo and interview answers per page (you may put the picture on one side of the paper and the student's answers on the opposite side).
- 👉 Share the pictures/stories with the class.



**Story Time: Families**

Pick a book about families and read it aloud. Here are a few suggestions: (1) "Love Makes a Family" by Sophie Beer (2) "The Family Book" by Todd Parr, (3) "Families" by Shelley Rotner & Sheila M. Kelly. Discuss:

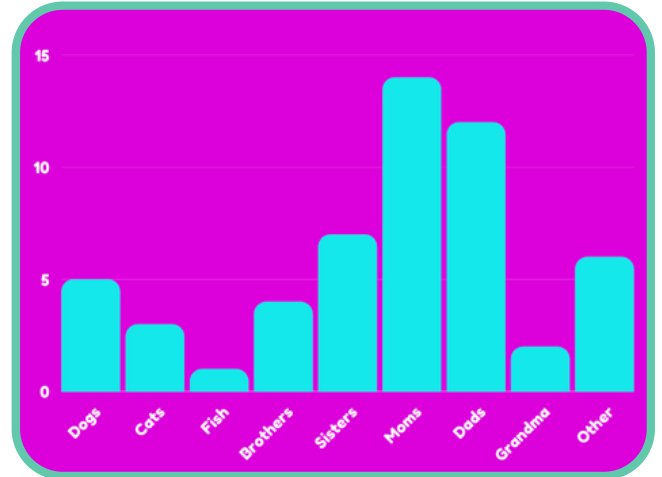
- 👉 There are all kinds of families! Did you see a family in the book that reminds you of YOURS?
- 👉 What did you hear in the book that reminds you of your own family?
- 👉 Did you hear anything in the story that surprised you about families?



**Activity: Family Statistics (Day 3; 5-15 minutes, depending on age of students)**

Based on students' interviews about their family photos, create graphs to visualize the students' "family statistics."

Start with one "data point" like pets. Using a white board or large piece of paper, talk about the data while you draw a bar graph in front of the class. For example, you might say, "We have a lot of pets in our class! 5 children had dogs, 3 children have cats, and one child has a fish!"



Get creative. Let the class's charts be inspired by the statistics they collected about their families. Consider:

- ♥ A pie chart of family pets
- ♥ A bar graph of human family members
- ♥ A histogram of siblings' ages
- ♥ A graph of hair color, skin color, or eye color of immediate family members



**Closing Discussion: Families (Day 4; 3-5 mins, depending on the age of the students)**

There are many ways that families can be different ... and the same.

- ♥ The grown-ups in a family can be a mom and a dad, one or two moms, one or two dads, grandparents, aunts, uncles, or someone else!
- ♥ There can be one child, two children, or many children. There can be brothers, sisters, cousins, or someone else!
- ♥ Families can come together by birth, adoption, foster care, or something else!
- ♥ Families can all have the same eyes, hair, and skin color, or those things can be different!
- ♥ But the one thing that we know for sure is that all families LOVE each other.



**Thank You: Us Time Closing Song (2 min; at the conclusion of every Us Time session in your classroom)**

Conclude with "Thank You," the Us Time "goodbye" song. This song marks the end of Us Time.

Find the song [online at playsparkler.org/UsTimeSongs](https://playsparkler.org/UsTimeSongs).





## For Their Backpacks

Available free online



**My Book About Me** is a simple craft project to help children understand, reflect on, and talk with confidence about they are!



**Let's Talk Siblings:** Listen to an episode of Sparkler's Little Kids, Big Hearts podcast to hear kids share their ideas about what it's like to be siblings.

If your school or organization is a Sparkler partner, share these in-app activities to help families play along at home and connect with the curriculum. Scan the QR to play along in the app!



18-36m



3-5 years

**My Bread, Your Bread** Share bread that your family eats or taste the bread from another culture to learn about other families!



18-36m



3-5 years

**Family Flag** Design a flag for your family! What colors, shapes, and symbols represent you?

**Listen to the "Bread" Song:** It's an original song from the Us Time Identity unit about the connection between bread and culture from all around the world.



## Race: Lesson 3

# Empathy: We all Have Feelings (And They're All OK!)

ELOF Alignment: Goal P-SE 6, Goal P-SE 7, Goal P-SE 9, Goal P-SE 11, Goal P-LC 1, Goal P-LC 2, Goal P-LC 5, Goal P-LC 6

Note: This lesson should be spread over multiple days, especially if you are working with younger children. Each day, you should begin with the "Us Time" welcome song and conclude with the "Thank You" song. In between, you should pick one or two short discussions/activities to focus on for a short mini-lesson.



### Lesson 3 Goals

- ♥ Practice identifying and naming feelings
- ♥ Recognize that everyone has feelings, regardless of how they look
- ♥ Notice when we feel the same as others, even those who are different from us in some way

### Materials



#### Get Ready!

- ♥ Your Us Time classroom space, where the class will gather
- ♥ At the Doctor's Office illustration

### Vocabulary



- ♥ **Empathy** - sharing a feeling with someone else
- ♥ **Emotion** - a feeling

## Empathy: We all Have Feelings (And They're All OK!)



#### Us Time Song (Play at the start of each Us Time session; 1 min)

Open Us Time with the "Us Time" song. Sing it together or play the video ([available at playsparkler.org/UsTimeSongs](https://playsparkler.org/UsTimeSongs)).



#### Review Agreements (~2 mins in each Us Time Session)

Agreements are rules that people decide, together, to follow. Review the list that the class created. Add to it, modify it, and recommit.



**Discussion: At the Doctor’s Office (Day 1, 5-10 minutes, depending on the age of the students)**

Use the illustration, “At the Doctor’s Office” to prompt a class discussion. Display the image and allow several minutes for students to observe and share what they see. Throughout your discussion, model talking about children’s differences. For example, “You noticed that the little girl with brown skin is sneezing!”

Try prompting conversation with the following questions:

- ♥ Where do you think these children are?
- ♥ Look at this child’s face and body. How do you think they are feeling? Have you ever felt that way? What made you feel like that? What helped you to feel better? What might help that child feel better?
- ♥ Have you ever been to the doctor’s office? How did you feel when you were waiting to see the doctor? Who was with you to help?



Find a printable poster-sized version at [playsparkler.org/posters-for-discussing-race](https://playsparkler.org/posters-for-discussing-race)



### Movement and Discussion Game: Me Too! (Day 2; 5-10 min., depending on the students' ages)

Use the illustration, "At the Doctor's Office" to play a game.

1. Point to one child in the illustration, and ask the students to stand up if they have ever felt the same way as that child.
2. Ask one of the standing students to name the feeling that they all share.
3. Can they find something that is different about themselves and the child in the illustration?
4. Invite everyone to sit down and try again!



### Closing Discussion: We All Have Feelings (Day 3; ~5 mins.)

Feelings are something that is the same for EVERYONE. We all feel sad, happy, worried, excited, calm, or silly sometimes, though the things that make us feel our feelings can be different.

- ♥ Getting an injection at the doctor might be scary for some people, but not scary for another person.
- ♥ When you share someone else's feelings, that's called empathy. Having an empathetic friend feels nice.
- ♥ People can feel the same feelings, even if they are different in other ways.



### Thank You: Us Time Closing Song (2 min. at the end of every session)

Conclude with "Thank You," the Us Time "goodbye" song. This song marks the end of Us Time.

Find the song [online at playsparkler.org/UsTimeSongs](https://playsparkler.org/UsTimeSongs).



### For Their Backpacks



#### Feed the Birds (Play along in the Sparkler mobile app)

Feed a snack to the birds

#### Help Someone!

Find instructions on [BigHeartWorld.org](https://BigHeartWorld.org). Toddlers can make a get well card for someone, and Little Kids can go on a "secret helping mission."

## Race: Lesson 4 – That's Not Fair

ELOF Alignment: Goal P-SE:3, Goal P-SE:5, Goal P-SE:6, Goal P-SE:7, Goal P-LC 1, Goal P-LC 4, Goal P-LC 5, Goal P-LC 6

Note: This lesson should be spread over multiple days, especially if you are working with younger children. Each day, you should begin with the "Us Time" welcome song and conclude with the "Thank You" song. In between, you should pick one or two short discussions/activities to focus on for a short mini-lesson.



### Lesson 4 Goals

- ♥ Help students identify unfair or racist behavior
- ♥ Empower students to help in in unfair situations

### Materials



#### Get Ready!

- ♥ Your Us Time classroom space, where the class will gather
- ♥ At the Doctor's Office illustration

### Vocabulary



- ♥ **Fair** - impartial and just, without favoritism or discrimination
- ♥ **Exclude** - to deny someone access to something or leave out
- ♥ **Racism** - the belief that some races are better than others and the societal systems and patterns that advantage or give benefits to some races and not to others

### Empathy: We all Have Feelings (And They're All OK!)



#### Us Time Song (Play at the start of each Us Time session; 1 min)

Open Us Time with the "Us Time" song. Sing it together or play the video ([available at playsparkler.org/UsTimeSongs](https://playsparkler.org/UsTimeSongs)).



#### Review Agreements (~2 mins in each Us Time Session)

Agreements are rules that people decide, together, to follow. Review the list that the class created. Add to it, modify it, and recommit.



**Discussion: That's Not Fair (Day 1; 7-10 minutes, depending on students' ages)**

Use the illustration, "Exploring Exclusion" to prompt a class discussion. Display the image and allow a minute for students to look and share what they see. You can prompt conversation with the following questions:

- ♥ What do you think is happening in this picture?
- ♥ What do you notice about the children here? What colors are their skin?
- ♥ How do you think this girl feels? (indicating the Black girl being excluded)
- ♥ What do you think these children are saying?
  - ♥ If students do not suggest that the child in the image is being excluded because of her or her doll's skin color, you might interject and say, "Sometimes, Black people/people with dark skin are not treated fairly because of the color of their skin. Has anyone ever heard anything about that? I wonder if that is what is happening in this picture."
- ♥ If we were all playing together with these children, how could we help? (document children's ideas with words and/or pictures)



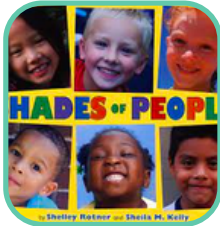
Find a printable poster-sized version at [playsparkler.org/posters-for-discussing-race](https://playsparkler.org/posters-for-discussing-race)





**Story Time: Read and Discuss (Day 2; 10-20 minutes depending on book length and the ages of the students participating)**

Read a book that features people with a variety of skin colors. Here are some to try:



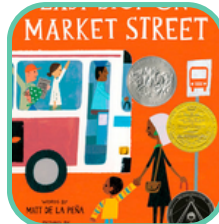
**Shades of People**  
By Shelley Rotner and  
Sheila M. Kelly



**Martin's Big Words**  
By Doreen Rappaport and  
Illustrator Bryan Collier



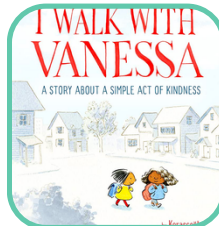
**All the Colors We Are**  
by Katie Kissinger



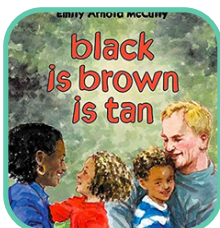
**Last Stop on Market Street**  
By Matt de la Peña and  
Illustrator Christian Robinson



**Love Makes a Family**  
By Sophie Beer



**I Walk With Vanessa**  
By Kerascoët



**Black is Brown is Tan**  
By Arnold Adoff and  
Illustrator Emily  
Arnold McCully

**Questions for discussion after reading the book:**

- ♥ What is your reaction to the book? What did you notice while we were reading?
- ♥ What is the difference between people with light skin and people with dark skin?
- ♥ Can children with different skin tones play together?
- ♥ Can children with different ways of moving around play together?
- ♥ Can children who speak different languages play together?
- ♥ Is it ever okay to tell someone that they can't play together? Why or why not?



### "Up, Up, Up" Dance Party (Day 3; 3 minutes)




The song "Up, Up, Up" from Noggin's Big Heart Beats Album by Gabe Sokoloff and performed by Ty Taylor says: "We all want to be treated with fairness and respect. And that's worth speakin' up for, every voice has an effect. The power is inside us to give the gift of kindness." The chorus advises: "Speak Up, Up, Up, when something's not okay. We Step Up, Up, Up to show a better, kinder way. We Stand Up, Up, Up for what we believe, and We Won't Give Up, Up, Up. It's our responsibility!"

Listen to the lyrics and dance to the music.



### Closing Discussion (Day 4; 5-10 minutes depending on book length and the ages of the students participating)

It is never OK to exclude someone from the group, for any reason. Brainstorm things children can do if they see someone being excluded. If they need help, you can suggest the following:

-  Tell a grown-up
-  Invite the child to come and play with you
-  Tell the children who are excluding to stop, and that it isn't kind to exclude people



### Thank You: Us Time Closing Song (2 minutes at the end of each Us Time session)

Conclude with "Thank You," the Us Time "goodbye" song. This song marks the end of Us Time. Find the song [online at playsparkler.org/UsTimeSongs](https://playsparkler.org/UsTimeSongs).



## For Their Backpacks



### Sign Language (play along in the Sparkler app)

Making a simple sign is a great way to practice being an upstander! It's an easy way for your child to express themselves and to help others. There's a lot of "wrong" in the world that we can help right — from people littering in the community garden and pet owners not cleaning up after their dogs to racial injustice and polluted oceans. A great way that children can show what they care about is by making signs or posters expressing their points of view and how they feel.

1. Let's look around us for something that we feel isn't right or fair and make a sign to stand up for what's right!
2. Let's choose an issue that matters to us like protecting the environment, protecting animals, or keeping children safe. Let's use paper and markers or sidewalk chalk to make a big sign that reminds people to do what's right.
3. Let's make sure other people can see our sign to change hearts and minds!



### Listen and Learn Together!

Listen to the Little Kids, Big Hearts podcast episodes together and discuss what you hear. Little Kids, Big Hearts is a social and emotional learning podcast for young children and families.

- "What Makes YOU Special?" in which Amico, Isla, Clara, and Ollie talk about identity
- "How to Stand Up," in which Riya, Simon, and Cora talk about what it means to be an "upstander."

The podcast is on Apple, Spotify, or wherever you listen. Learn more: [playsparkler.org/podcast](https://playsparkler.org/podcast).

## Race: Lesson 5 – Appreciate Culture

ELOF Alignment: Goal P-SE:3, Goal P-SE:10, Goal P-LC 1, Goal P-LC 4, Goal P-LC 5, Goal P-LC 6, Goal P-ATL:11

Note: This lesson should be spread over multiple days, especially if you are working with younger children. Each day, you should begin with the "Us Time" welcome song and conclude with the "Thank You" song. In between, you should pick one or two short discussions/activities to focus on for a short mini-lesson.



### Lesson 5 Goals

- ♥ Teach students about a cultural celebration that may be different from their own.
- ♥ Help students learn to appreciate different cultures.
- ♥ Help children understand that we may celebrate differently, but we still have much in common.

### Materials



#### Get Ready!

- ♥ Your Us Time classroom space, where the class will gather
- ♥ "Dragon Boat Festival" illustration



#### Vocabulary

**Culture** - The distinctive customs, values, beliefs, knowledge, art, and language of a society or a community. These values and concepts are often passed on from generation to generation, and they are the basis for everyday behaviors and practices.

### Appreciate Culture



#### Us Time Song (Play at the start of each Us Time session; 1 min)

Open Us Time with the "Us Time" song. Sing it together or play the video ([available at playsparkler.org/UsTimeSongs](https://playsparkler.org/UsTimeSongs)).



#### Review Agreements (~2 mins in each Us Time Session)

Agreements are rules that people decide, together, to follow. Review the list that the class created. Add to it, modify it, and recommit.



Find a printable poster-sized version at [playsparkler.org/posters-for-discussing-race](https://playsparkler.org/posters-for-discussing-race)



### Dragon Boat Festival Discussion (Day 1, 5-10 minutes, depending on the age of the students)

Use the illustration, “Dragon Boat Festival” to prompt a class discussion. Display the image and allow a minute for students to look and share what they see. You can prompt conversation with the following questions:

1. What do you think is happening in this picture?
2. What are these people celebrating?
3. Let’s look at the food on the table. Do you see food that you recognize? Do you see food that you’re not sure about?
4. What else do you see that is new or unfamiliar to you?

Explain the illustration. Tell your students:

- ♥ This is a picture of people celebrating The Dragon Boat Festival. On this holiday, many people in China and around the world celebrate and think about people in Chinese history.
- ♥ Racing Dragon Boats is one festival tradition! The racers paddle to the beat of a drum.
- ♥ Some people believe that members of the winning team will have good luck for the next year.
- ♥ Can you see the dragon boats? Would you like to ride in and paddle a dragon boat?
- ♥ At the Dragon Boat festival, people celebrate by eating dumplings called zongzi. It is made with sticky rice stuffed with different fillings like meat or veggies. Have you ever eaten a zongzi before? Would you like to try one?



**¡Hola! Bonjour! Jambo! Hello! (Day 2, 5-10 minutes, depending on the age of the students)**  
Celebrations are one way to express your culture. Language is another way! Write the word for “Hello” in several languages on a board or large piece of paper. Have the students repeat each word after you as you write.

1. Around the world, people communicate in different languages!
2. Ask the children if their families ever say "hello" in another language, and teach the class that word for "hello."
3. Share a list of the word "Hello" in different languages with your students (on the next page).
4. Have each student greet a classmate sitting next to them using the word for “Hello” in a few different languages.
5. Try greeting each other in different languages for the rest of the day!





**Arabic – (مرحبًا) Marhabaan**

**Bengali – (হ্যালো) Hyālō**

**Chinese – (你好) Nǐ hǎo**

**Dutch - Hallo**

**Estonian - Tere**

**French – Bonjour**

**Filipino – Kamusta**

**German – Hallo**

**Greek – (Γειά σου) geia**

**Haitian Creole – Bonjou**

**Hebrew – (שלום) Shalom**

**Hindi – (नमस्ते) namaste**

**Hmong – Nyob zoo**

**Igbo – Nnọọ**

**Irish – Dia dhuit**

**Italian – Ciao**

**Japanese – (こんにちは)  
Kon'nichiwa**

**Khmer – (សួស្តី) suostei**

**Korean – (안녕하세요)  
annyeonghaseyo**

**Latvian – Sveiki**

**Macedonian – (Здраво) Zdravo**

**Maori – Kia ora**

**Polish – Witam**

**Portuguese – Olá**

**Russian - (привет) Privet**

**Sinhala - (ආයුබෝවන්)  
āyubōvan**

**Spanish – Hola**

**Swahili – Jambo**

**Swedish - Hallå**

**Tamil - (வணக்கம்) Vaṇakkam**

**Thai – (สวัสดี) S̄wạs̄dī**

**Turkish - Merhaba**

**Vietnamese – xin chào**

**Xhosa – Mholweni**

**Zulu – Sawubona**



**Celebrate Our Difference Dance Party (Day 3, 5 minutes, depending on the age of the students)**

Play "Celebrate Our Difference," a song from Noggin's Big Heart Beats Album. It's written by Oh, Hush!, Matt Richert, and Grayson DeWolfe, and performed by Alex Hairston.

The song uses a 1920s era sound with a modern vibe to recast people's differences as a cause for celebration.

After dancing along, ask students to share what they noticed in the songs' words or pictures.

- Find the song online at [bigheartworld.org/discussingrace](http://bigheartworld.org/discussingrace)
- Find more learning resources about the song online at: [bigheartworld.org/big-heart-beats-album-celebrate-our-difference](http://bigheartworld.org/big-heart-beats-album-celebrate-our-difference)



Find the song online at [bigheartworld.org/discussingrace](http://bigheartworld.org/discussingrace)



**Closing Discussion (Day 4; 5-10 minutes depending on book length and the ages of the students participating)**

All over the world, people have different cultures, with different traditions, ways of celebrating, foods, and languages. None are better or worse, just different from one another. We can appreciate and enjoy things that come from another culture, and we can share our own culture with other people.



**Thank You: Us Time Closing Song (2 minutes at the end of each Us Time session)**

Conclude with "Thank You," the Us Time "goodbye" song. This song marks the end of Us Time. Find the song [online at playsparkler.org/UsTimeSongs](http://playsparkler.org/UsTimeSongs).





## For Their Backpacks



### **My Bread, Your Bread (play along in the Sparkler app)**

Breads come from all over the world. Learning about what people eat in different cultures helps us learn about different cultures. Let's try a new kind of bread today! We can try baking bread using a new recipe or we can go to a store/restaurant and buy bread from a different culture. What is the name of the bread that we will try today? Let's say it together.



### **Hello, Neighbor!**

Talking to others helps us learn about the ways we are different...and the same! Let's get to know someone new in our neighborhood. What questions should we ask our neighbor? Let's choose a few questions from the list or make up our own.



### **Use Books to Help Children Learn About Others**

Picture books are powerful tools to teach children about many different kinds of people. When children connect with a main character who looks different from themselves, they begin to understand that we're all different, and the same! In addition to the list at the back of this guide, please feel free to share this list of wonderful books with diverse characters with families.



## Race: Lesson 6 – Spread the Word

ELOF Alignment: Goal P-SE:3, Goal P-SE:10, Goal P-LC 1, Goal P-LC 4, Goal P-LC 5, Goal P-LC 6, Goal P-ATL:11

Note: This lesson should be spread over multiple days, especially if you are working with younger children. Each day, you should begin with the "Us Time" welcome song and conclude with the "Thank You" song. In between, you should pick one or two short discussions/activities to focus on for a short mini-lesson.



### Lesson 6 Goals

- ♥ Review the big ideas from this unit
- ♥ Practice sharing your message with others

### Materials



#### Get Ready!

- ♥ Your Us Time classroom space, where the class will gather



#### Vocabulary

**Diversity** - When people who are different come together. This might mean including or involving people from a range of different social and racial/ethnic backgrounds.

### Spread the Word



#### Us Time Song (Play at the start of each Us Time session; 1 min)

Open Us Time with the "Us Time" song. Sing it together or play the video ([available at playsparkler.org/UsTimeSongs](https://playsparkler.org/UsTimeSongs)).



#### Review Agreements (~2 mins in each Us Time Session)

Agreements are rules that people decide, together, to follow. Review the list that the class created. Add to it, modify it, and recommit.



### Diversity Discussion (Day 1, 5-10 minutes, depending on the age of the students)

First, let's talk about diversity:

Who remembers: what are some of the ways that people can be different?

- 🍃 Skin, hair, or eye color (race)
- 🍃 Languages
- 🍃 Food
- 🍃 Holidays and celebrations
- 🍃 Family structure
- 🍃 Ideas/beliefs
- 🍃 Abilities or interests, likes and dislikes

We can be the same in some ways, and different in other ways. But remember, that EVERYONE has feelings and it's important to take care of everyone's feelings!

Is it ever OK to tell someone that they can't play or do what they want to do because of how they look? (No!)

Excluding someone because of their skin color is called RACISM, and racism is never kind or fair.

What is the difference between someone with peachy pink skin and someone with brown skin? (Nothing!)

That's right, we can't tell what a person is like by looking at their skin.

\*As you have this discussion, note what children are saying. They may come up with a good summarizing 3-5 word 'slogan' that you can use for the next activity!





### Spread the Word (Day 2, 15-30 minutes, depending on the age of the students)

Together, as a class, discuss a "slogan" that summarizes the ideas in this unit. You can use children's ideas from your previous discussions, or come up with a new idea together. Consider:

- ♥ All Are Welcome!
- ♥ Everyone Can Play!
- ♥ People Help People
- ♥ [Name of your class] Loves Diversity!

Paint or write the class' slogan across the top of the banner.

Work with children to mix (or prepare ahead of time) 5-7 shades of paint that represent different colors of human skin.

Then invite the students to paint or draw colors, designs, or people that represent the idea of diversity. (Alternatively, you could also use a permanent marker to draw faces or hands and allow the children to color them in.)

Read the slogan together with the class and hang your banner in the window or hallway of your school to share your ideas with the community.



### Closing Discussion (Day 3; 5-10 minutes depending on book length and the ages of the students participating)

- ♥ Review the lessons the students learned:
  - Similarities and Differences
  - Families are Different (and the same!)
  - We all have Feelings (and they're all okay!)
  - That's not fair!
  - Appreciate Culture
- ♥ What did we learn? How will this unit change how we interact with each other or with other people in our community?
- ♥ Do you have any more questions about what we learned? This class is always a safe place for you to ask your questions and talk through these and other hard topics!



### Thank You: Us Time Closing Song (2 minutes at the end of each Us Time session)

Conclude with "Thank You," the Us Time "goodbye" song. This song marks the end of Us Time. Find the song [online at playsparkler.org/UsTimeSongs](https://playsparkler.org/UsTimeSongs).

# Family Resources



On the pages that follow, you'll find additional materials that you can send home during Sparkler's Us Time Feelings Unit. The suggested letter and other resources will help parents/caregivers understand what you're doing in the classroom, and help families explore the feelings at home with their children.

# Dear Families

Dear Families:

All children notice differences and similarities between people; it's an expected and normal part of their development. Research shows that individuals notice racial differences in people as early as infancy, and by toddlerhood, children often choose playmates based on race. Research also shows that adults delay conversations about race because they underestimate children's processing of this complex topic.

We have started a new unit in our classroom, in which we'll discuss issues of identity, race, and racism in age appropriate ways. We will start with exploring who we are and what makes each of us special. We'll talk about how each family is different and special. And we'll conclude with a conversation of the importance of standing up for others.

In this unit, we'll draw on a guide called "Discussing Race with Young Children: A Step-By-Step Activity Guide," which was created by Noggin and OK Play and published by Sparkler Learning. You can find it online at [www.bigheartworld.org/discussingrace](http://www.bigheartworld.org/discussingrace). It's a guide that's intended for families to use with their young children. We are using the companion resources designed for schools and classrooms, which incorporates the illustrations that are at the heart of "Discussing Race," and intended to prompt meaningful conversation.

We encourage you to read the guide and discuss the big ideas with your child. We know these can be challenging conversations for many people of all races, ethnicities, and backgrounds. We want to emphasize: YOU can do it! It's not only possible, it's important that your child start to talk about these ideas in the early years. The guide identifies five core reasons to discuss race with young children:

1. As adults, we have an opportunity to support and guide children. By listening to our children's observations and talking openly about race, we can set children up to understand and celebrate differences.
2. When we talk with our children about differences — both seen and unseen — we are helping children learn to respect and be kind to all the different people who make up their classroom, community, country, and world.
3. Early conversations about race can help to build children's ability to work well with people from different backgrounds. Working collaboratively and solving problems together are skills that will benefit children as they grow up in our diverse world.
4. Talking about differences helps children spot when people are being treated unfairly because of their race — and use their voice to stand up for what's right.
5. Framing conversations around a celebration of race and skin color can increase self-esteem and pride in children of color.

We welcome questions about this unit, and we'll be keeping you up to date as we go.

Sincerely,

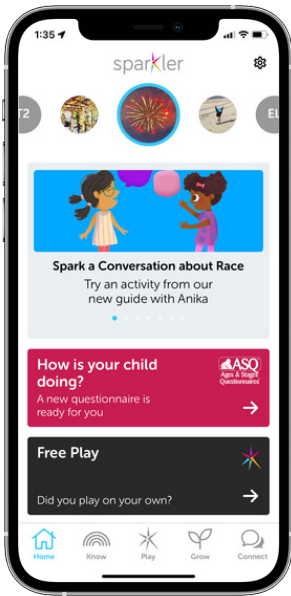
[Teacher's Name]

# At Home Activities



## Play to Learn!

Reinforce what your child learns at school by playing at home! Play is a great way for your child to remember, practice and explore new concepts, skills and vocabulary.



## Do you have access to the Sparkler App?

- ✔ Sparkler is a mobile app that some schools and other organizations are using to support and engage families. It's available for iOS and Android devices in English, Spanish, and Simplified Chinese.
- ✔ Look for these activities in your Sparkler app to keep discussing race with your child at home or on the go!
- ✔ Go to the "Play" section of the Sparkler app. Tap the four squares in the top right corner and scroll to find the right Playpack, which is called "Discussing Race." You'll find:

- ✔ Color Match: Match Skin Tones
- ✔ I Spy Friends: Spot Similarities and Differences
- ✔ Family Scavenger Hunt: Explore Family Photos
- ✔ Feelings Match: Have You Ever Felt That Way?
- ✔ Never Have I Ever: Explore Something New

## No app? No Problem!



You can explore the interactive version of "Discussing Race With Young Children: A Step-by-Step Activity Guide" at [www.BigHeartWorld.org/DiscussingRace](http://www.BigHeartWorld.org/DiscussingRace). It's now available as an interactive guide or as a PDF (in English, Spanish, and Simplified Chinese).

Another great (free) way to explore these topics is to listen to the Little Kids, Big Hearts podcast episodes called (1) "What Makes YOU Special?" in which Amico, Isla, Clara, and Ollie talk about identity and (2) "How to Stand Up," in which Riya, Simon, and Cora talk about what it means to be an "upstander." The podcast is on Apple, Spotify, or wherever you listen. Learn more: [www.playsparkler.org/podcast](http://www.playsparkler.org/podcast).

# Book List

## Books Make Life Better!

Here are a few books related to feelings, which you can use as part of Us Time or suggest to families. Research shows that reading aloud is a great way for kids to reinforce important ideas. If you have time, using books during Us Time will help students make connections between the lessons and their lives.



### The Day You Begin

By Jacqueline Woodson (Author), Rafael López (Illustrator)

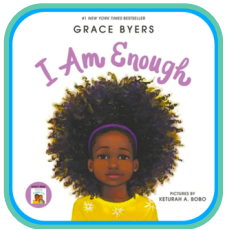
There are many reasons to feel different. Maybe it's how you look or talk, or where you're from; maybe it's what you eat, or something just as random. It's not easy to take those first steps into a place where nobody really knows you yet, but somehow you do it. (Also available in Spanish!)



### Your Name is a Song

By Jamilah Thompkins-Bigelow (Author), Luisa Uribe (Illustrator)

Frustrated by a day full of teachers and classmates mispronouncing her beautiful name, a little girl tells her mother she never wants to come back to school. In response, the girl's mother teaches her about the musicality of African, Asian, Black-American, Latinx, and Middle Eastern names on their lyrical walk home through the city.



### I Am Enough

By Grace Byers (Author), Keturah A. Bobo (Illustrator)

This gorgeous, lyrical ode to loving who you are, respecting others, and being kind to one another comes from Empire actor and activist Grace Byers and talented newcomer artist Keturah A. Bobo. We are all here for a purpose. We are more than enough. We just need to believe it.



### Love Makes a Family

By Sophie Beer

Love is baking a special cake. Love is lending a helping hand. Love is reading one more book. In this exuberant board book, many different families are shown in happy activity, from an early-morning wake-up to a kiss before bed.



### The Family Book

By Todd Parr

There are so many different types of families, and THE FAMILY BOOK celebrates them all in a funny, silly, and reassuring way.



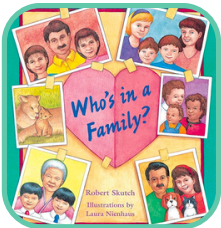
# Books Continued



## Families

By Shelley Rotner (Author) & Sheila M. Kelly (Author)

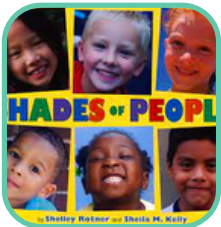
Celebrate diversity with this picture book for very young children about the many faces of contemporary families. Bright photographs by National Geographic photographer Shelley Rotner capture families having fun together, enjoying all the ways they are similar and different.



## Who's in a Family

By Robert Skutch (Author), Laura Nienhaus (Illustrator)

Family is important, but who's in a family? Why, the people who love you the most! This equal opportunity, open-minded picture book has no preconceptions about what makes a family a family.



## Shades of People

By Shelley Rotner and Sheila M. Kelly

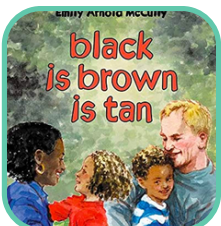
A celebration of the diversity of everyday life, this exploration of one of our most noticeable physical traits pairs simple text with vibrant photographs.



## All the Colors We Are

By Katie Kissinger

Celebrate the essence of one way we are all special and different from one another--our skin color! This bilingual (English/Spanish) book offers children a simple, scientifically accurate explanation about how our skin color is determined by our ancestors, the sun, and melanin. It's also filled with colorful photographs that capture the beautiful variety of skin tones.



## Black is Brown is Tan

By Arnold Adoff and Illustrator Emily Arnold McCully

When it was first published in 1973, Black is Brown is Tan featured the first interracial family in children's books. Decades later, this book remains a joyous and loving celebration of all the colors of the race, now newly embellished with bright watercolor paintings that depict a contemporary family of the twenty-first century.

# Books Continued



## **Martin's Big Words**

**By Doreen Rappaport and Illustrator Bryan Collier**

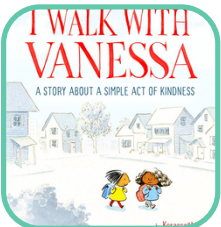
This picture book biography of Dr. Martin Luther King, Jr. brings his life and the profound nature of his message to young children through his own words.



## **Last Stop on Market Street**

**By Matt de la Peña and Illustrator Christian Robinson**

Last Stop on Market Street is a 2015 children's book written by American author Matt de la Peña and illustrated by Christian Robinson, which won the 2016 Newbery Medal, a Coretta Scott King Illustrator Honor, and a Caldecott Honor.



## **I Walk With Vanessa**

**By Kerascoët**

This simple yet powerful picture book, from a New York Times bestselling husband-and-wife team, tells the story of one girl who inspires a community to stand up to bullying. Inspired by real events, I Walk with Vanessa explores the feelings of helplessness and anger that arise in the wake of seeing a classmate treated badly, and shows how a single act of kindness can lead to an entire community joining in to help.



# Discussing Race

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