



I AM NOT “COLOR BLIND”
ARE YOU?

Elmida Baghdaserians

Alma Cortes

Kisha PW Champion

The book cover for 'Our Skin' features a vibrant illustration of diverse children. In the center, a large white speech bubble contains the title 'OUR SKIN' in bold, dark blue, hand-drawn capital letters. Below the title, a smaller blue speech bubble contains the subtitle 'A FIRST CONVERSATION™ ABOUT RACE' in white capital letters. The background is filled with illustrations of children of various ethnicities and ages, some smiling and some looking thoughtful. At the bottom, the authors' names are listed in bold black capital letters.

OUR SKIN

A FIRST
CONVERSATION™
ABOUT RACE

HEGAN MADISON, JESSICA RALLI, & ISABEL ROXAS

An excerpt from Our Skin

Based on the research that race, gender, consent, and body positivity should be discussed with toddlers on up, this read-aloud board book series offers adults the opportunity to begin important conversations with young children in an informed, safe, and supported way.

welcome

Guidelines for our Discussion

Inspirationally received from the Anti-Racist Collective, University of South Carolina

Guidelines for Processing Information in this workshop and beyond...

- **Set your own boundaries for sharing** (Griffin, Pat in Teaching for Diversity and Social Justice (2nd ed.), p.54)
- Speak from your experience and avoid generalizing about groups of people.
- Listen respectfully to different perspectives and experiences.
- Focus on your own learning.
- Be willing to tolerate some discomfort.
- Keep in mind that discomfort and disequilibrium is a part of the growth and transformation process.
- It may be helpful to remember that many culturally and linguistically diverse children [students] experience discomfort for most of their school experiences
- So, on behalf of the children, try to remain open.

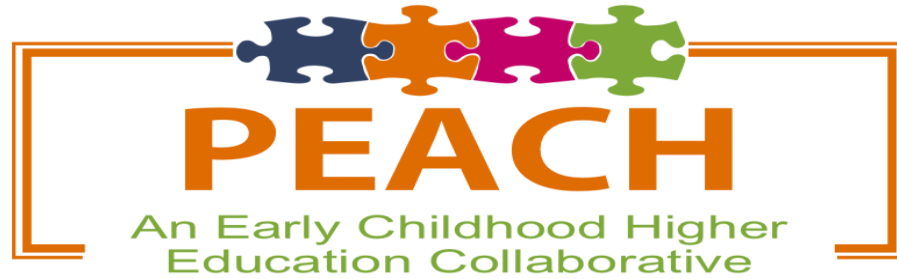
This session will focus on the strategies that educators need to begin the journey to becoming an inclusive and accepting educator toward anti-racism

Presenters will share from their own experiences, current research and the steps needed to do so.

These strategies will focus on self-awareness acceptance, and embracing diversity as a plan of action



- | | |
|----|--|
| 1: | Participants will engage in self awareness activities about what it means to be color blind or not |
| 2: | Participants will learn about how to be accepting and inclusive in their learning environments |
| 3: | Participants will learn about strategies to have honest and open communication, education and inclusive teaching |
| 4: | Participants will transform from being “color blind” to “color brave” |



Partnerships for Education, Articulation, and
Coordination through Higher Education

a cross-sector, cross-segmental higher education systems' initiative. The PEACH collaborative includes cross-sector 2-year, 4-year and graduate level EC/CD program faculty partners as well as representatives from allied professional development programs, professional organizations, and advocacy organizations interested in collaborating to accomplish PEACH goals.

- Priority 1:** PEACH will engage in transformative collaboration with IHE and agency partners to support and strengthen early childhood higher education system preparation of a highly effective early childhood workforce.
- Priority 2:** PEACH will identify and influence the characteristics of high-quality early childhood educational degrees, credentials, certificates and certification.
- Priority 3:** PEACH will influence accessible and equitable early childhood higher educational pathways for all students.

Getting to today
Are you ready?



What we do in the preparation of early childhood educators impacts not only Black children and other children of Color but next generations of all adults who will guide institutions to sustain or dismantle anti-Blackness and racism through their silence as well as their actions.

What do you see in the pictures in this slide?



Chat Poll #1:

What does
“color blind” mean?

Elmida's Journey

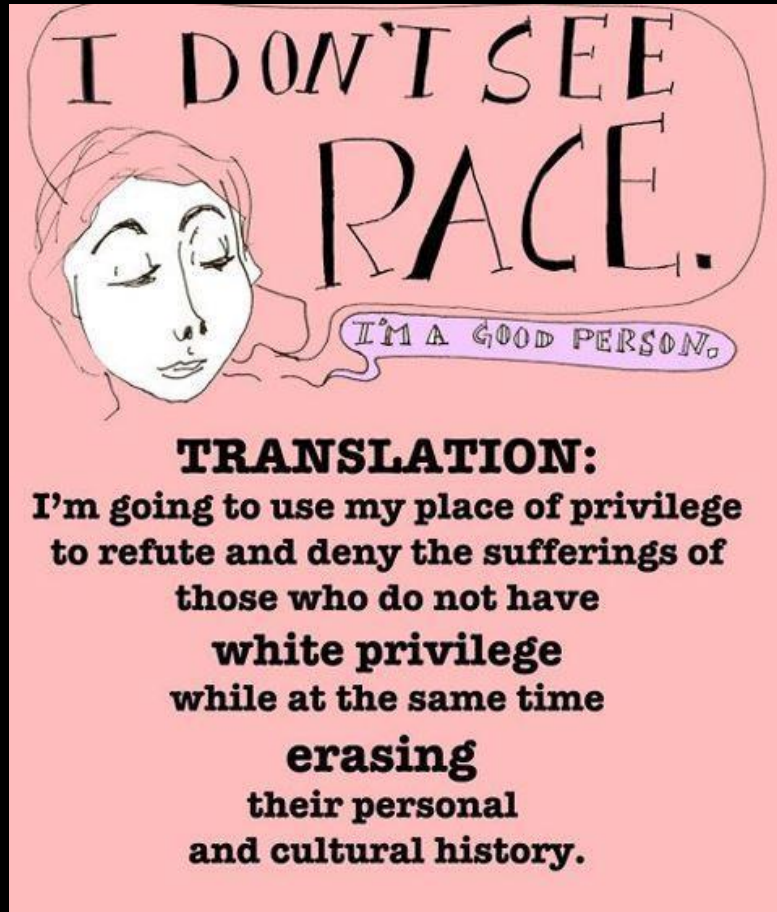
Elmida Baghdaserians, Ed.D.
Professor, Child Development

Los Angeles Valley College
TAE Honor Society, Advisor
PEACH Consultant
Child Care Exchange Leader
ASCCC~CTE Leadership

**Mother, 14-year-old Daughter AND
10-year-old, Son**



Be Color Brave



Messages from color blind to color brave....

- We need to be less afraid and more bold
- Embrace diversity
- Stop ignoring race
- This work is hard, awkward, and different at times
- Observe your environments, be purposeful and intentional
- Start getting comfortable with the uncomfortable
- Be color brave and not color blind
- Stay proactive



EQUALITY



EQUITY

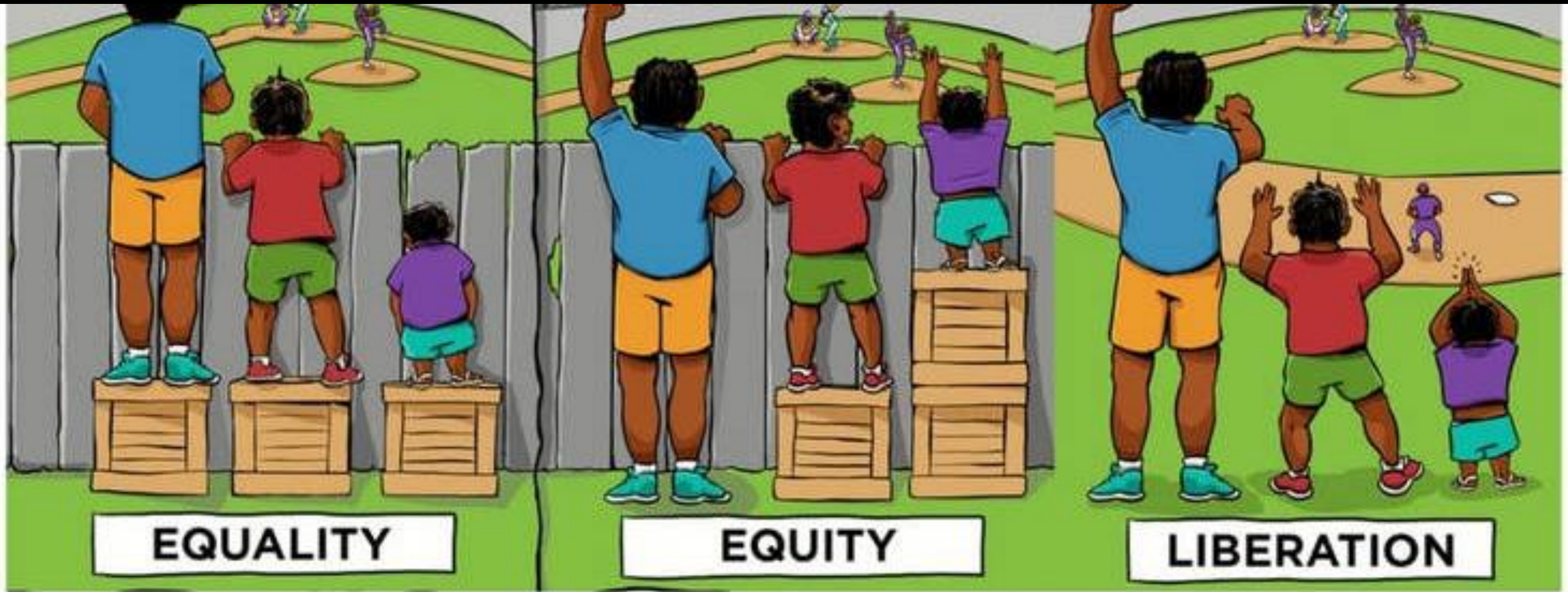
MY REALITY.

Poll Chat # 2

What is the
difference between
equality and equity?

The Unequal Opportunity Race





This image depicts **EQUALITY**. All individuals are being treated equally with the same supports. It challenges the assumption that everyone benefits from the same supports. As shown, not all start from the same

This image depicts **EQUITY**. The people are being treated equitably. It demonstrates that when different individuals are given different supports, it makes possible for them all to

This image depicts **LIBERATION**. The barriers have been removed and supports are no longer needed. The inequity has been addressed.



ACCOMPLICE

Let's talk about what
that means....

Kisha PW Champion

**Orange Coast College –
Child Development & Education Dept.**

Instructor, Part-Time

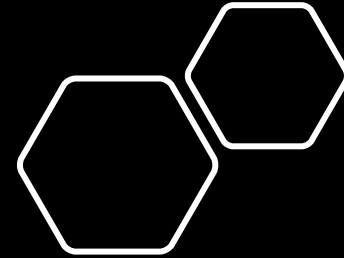
**Coordinator - Child Dev & Education
Preparation and Pathway**

PEACH Co-Lead Equity Working Group
Be A Champion - Thought Partner

Mother, Black 10-year-old Daughter

Chat Poll #3

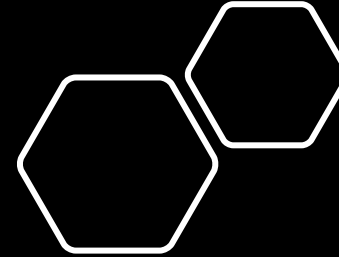
Advocate



What are your
definitions for ...?

Ally

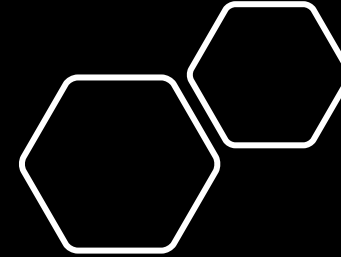
Social Justice Advocacy



- Social justice advocacy has been defined as organized efforts aimed at influencing public attitudes, policies, and laws to create a more socially just society guided by the vision of human rights that may include awareness of socio-economic inequities, protection of social rights as well as racial identity, experiences of oppression, and spirituality
- Social justice advocacy has been relatively uncommon in the United States in the last three decades. In comparison, in the 1960s and 1970s, students were often at the front line of social movements (e.g., the civil rights, women rights, and anti-war movements) and **such activism is believed to have been one of the most powerful mechanisms for creating social change.**

- (Penn State Educational Equality)

Ally



Being an ally doesn't necessarily mean you fully understand what it feels like to be oppressed. It means you're taking on the struggle as your own.

(A Guide to Allyship. A project created by [Amélie Lamont](#))

Someone who makes the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice. Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways.

Allies commit to reducing their own complicity or collusion in oppression of those groups and invest in strengthening their own knowledge and awareness of oppression.

Pierce College Library

(OpenSource Leadership Strategies, "[The Dynamic System of Power, Privilege, and Oppression](#)" (2008)

[Center for Assessment and Policy Development](#))

An ally, in the social justice sense, is someone who advocates for the equal treatment and opportunity of anyone in a marginalized group

For teachers, this is a twofold responsibility,

1. We are charged with reflecting on our own experiences and implicit prejudice and bias and developing strategies for change and education/understanding so that we can be better models for our students.
2. We must create learning contexts that are both developmentally appropriate for students and help develop their capacities to be more intuitively equipped for acting and living as allies.

(On Being a Teacher and an Ally by Molly Breen, 2020)



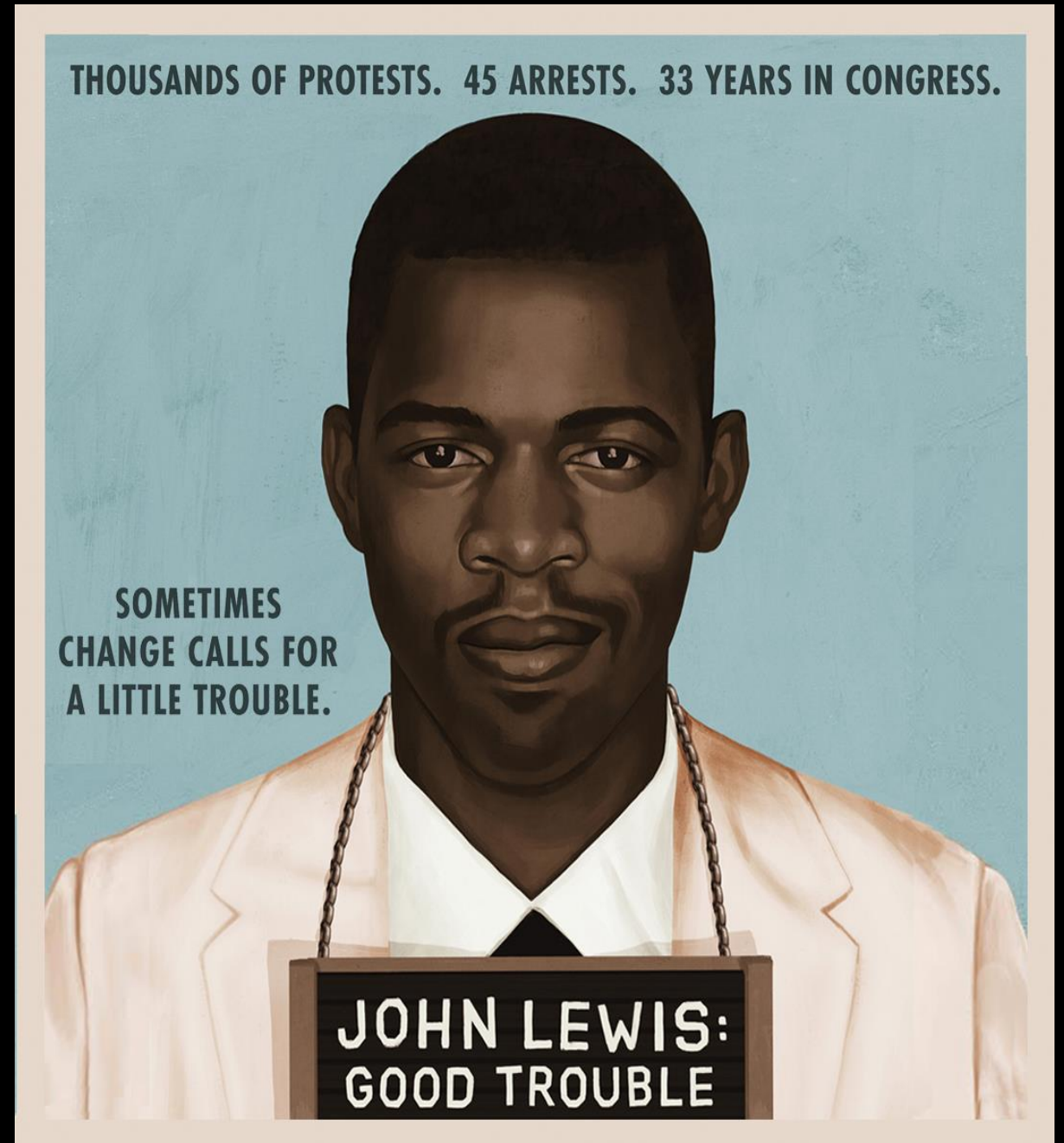
Accomplice

A person who helps
another commit a crime.

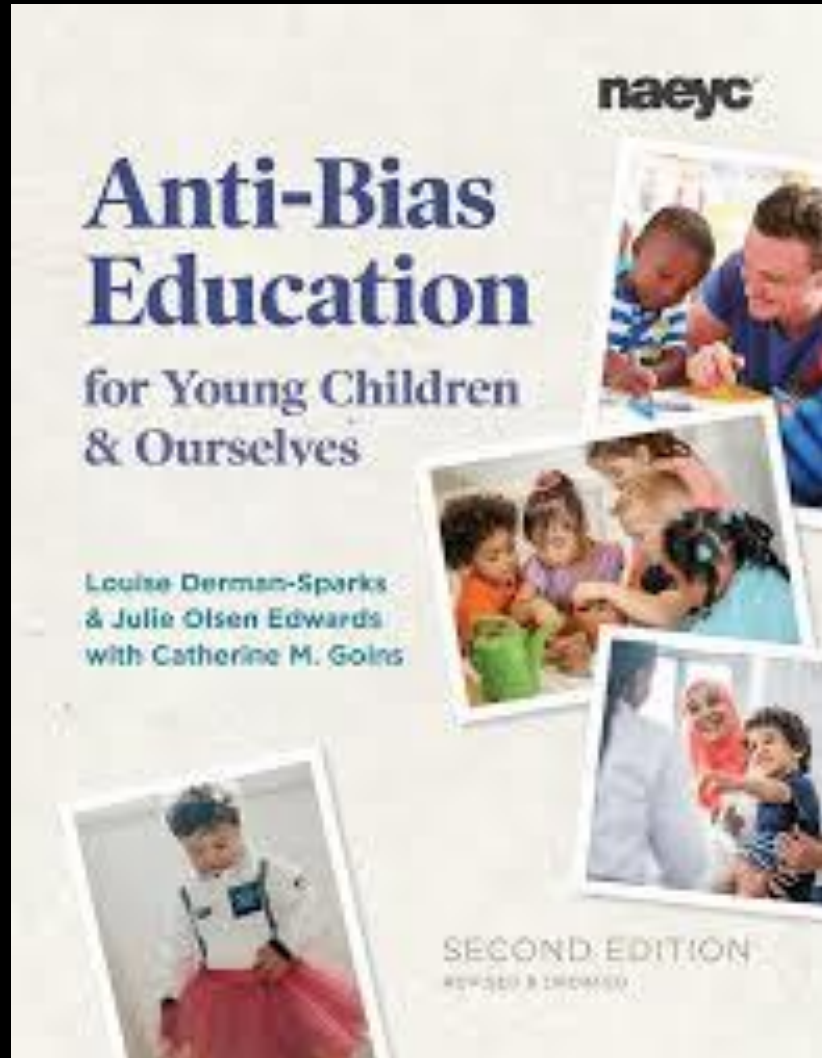
Accomplice is supposed to aid in the idea of standing together in critical ways regarding the advocacy for minoritized groups.

(Dr. Gloria Boutte, Carolina Distinguished Professor.
University of South Carolina, Department of Instruction at Teacher Education)

Changing the
meaning and
moving toward
TRANSFORMATION



The Anti-Bias Education (2nd edition) definition



Equality

- **Treats everyone the same**

Providing the same conditions and resources to all individuals – despite their differing needs and capacities

Equity

- **judges outcome - NOT on their intent**

Providing the conditions and supports that children and adults need to be successful



Alma E. Cortés, Ed.D

(she/her/ella)

Assistant Professor

Child Development Department

Los Angeles Pierce College

PEACH Co-Lead Doctoral Working Group

Co-Lead Equity Working Group

Mother, Bi-racial 6-year-old Daughter

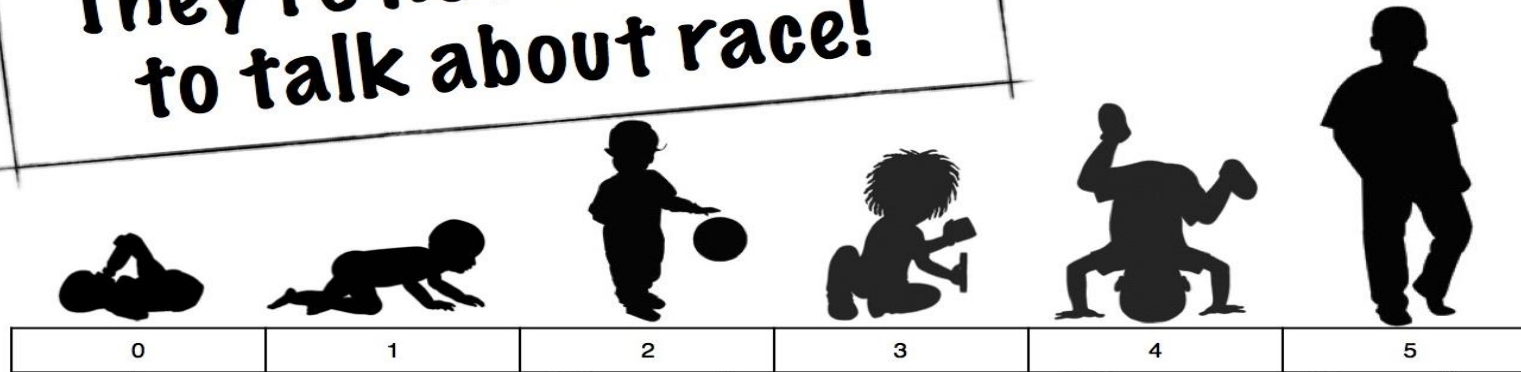
AND 4-year-old Son



INTERRUPTER



They're not too young to talk about race!



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)

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

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

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

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)

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!

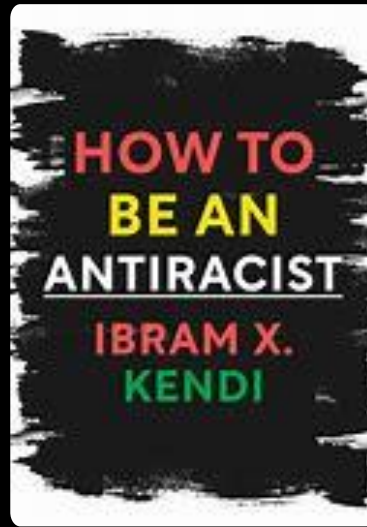
Do some learning of your own to get ready for conversations. Here are some good places to seek *information* and *training*.

- Teaching Tolerance — tolerance.org
- Raising Race Conscious Children — raceconscious.org
- Embrace Race — embraceace.org
- Teaching for Change — teachingforchange.org
- AORTA Cooperative — aorta.coop
- Fortify Community Health (CA) — fortifycommunityhealth.org
- Delaware Valley Assoc. for the Education of Young Children (PA)

How and When Do We Talk to Young Children About Race?



© 2018 • Updated Feb 28 2018
The Children's Community School
1212 South 47th Street, Philadelphia PA 19143
childrenscommunityschool.org



Anti-Racist

When we choose to be antiracist, we become actively conscious about race and racism *and* take actions to end racial inequities in our daily lives.

1. Engage in Vigilant Self-Awareness
 2. Acknowledge Racism and the Ideology of White Supremacy
 3. Study and Teach Representative History
 4. Talk about Race with Students
 5. When You See Racism, Do Something
 6. Shape an Anti-Racist Future
-

Handout: **6 Ways to be an Anti-Racist Educator**

by Dr. Dena Simmons (@DenaSimmons)

<https://eastsideforall.org/wp-content/uploads/2020/01/How-to-Be-an-Antiracist-Educator.pdf>



10 Quick Ways to Analyze Children's Books for Racism and Sexism

From The Council on Interracial Books for Children



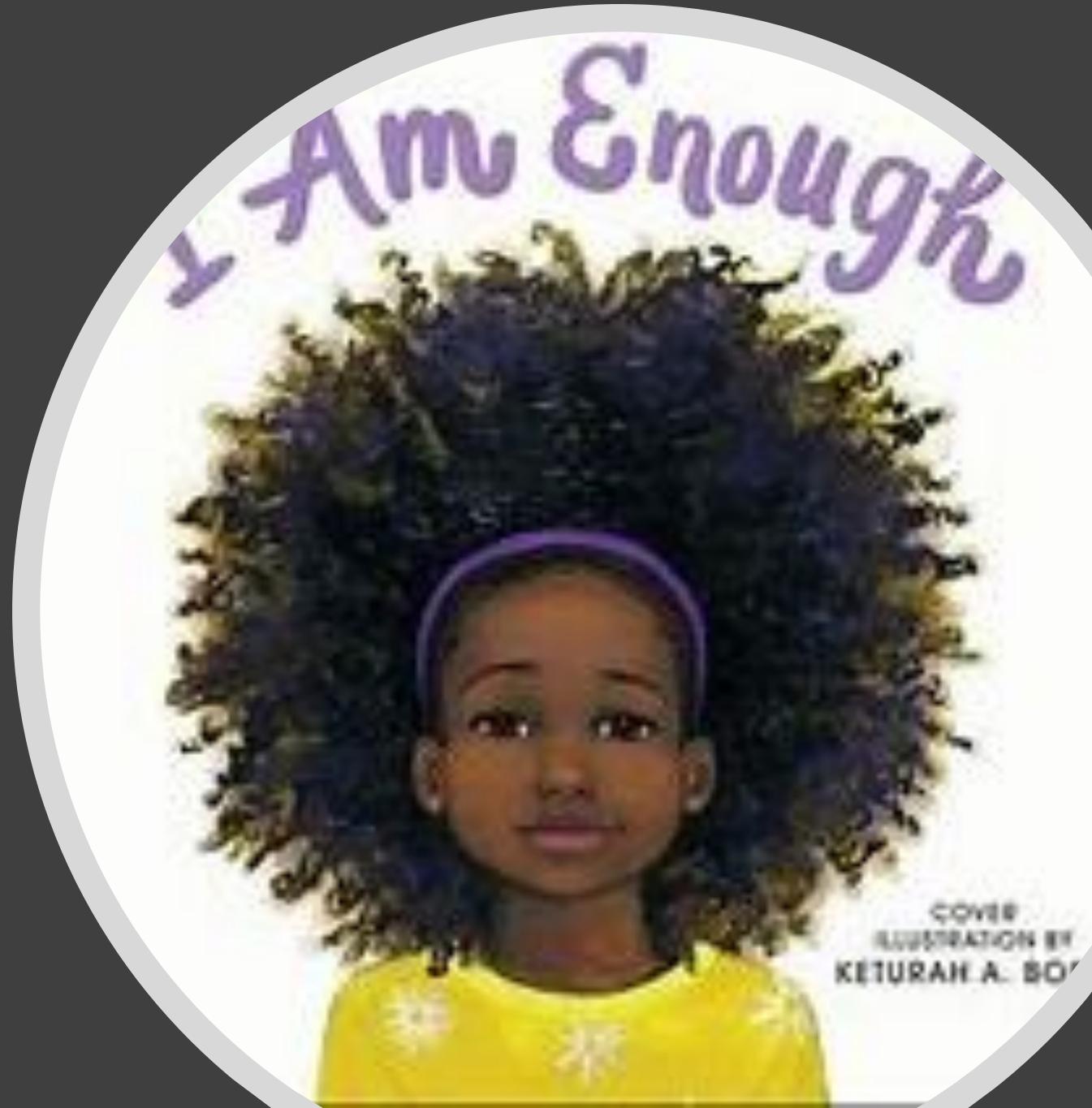
- Woke Baby by Mahogany L. Browne
- A is for Activist by Innosanto Nagara

1. Check the illustrations
2. Check the story line
3. Look at the lifestyles
4. Weigh the relationships between people
5. Note the heroes
6. Consider the effect on a child's self-image
7. Consider the author's or illustrator's background
8. Check out the author's perspective
9. Watch for loaded words
10. Look at the copyright date

<https://smartreading.org/assets/10-Quick-Ways-to-Analyze.pdf>

- I Am Enough by Grace Byers
- Fry Bread by Kevin Noble
- Mufaro's Beautiful Daughters by John Steptoe
- Hair Love by Matthew A Cherry and Vashti Harrison
- Always Anjali by Sheetal Sheth
- Sulwe by Lupita Nyong'o
- Alma and How She Got Her Name by Juana Martinez-Neal
- The Proudest Blue by Ibtihaj Mummad with S.K. Ali
- Watercress by Andrea Wang
- **Our Skin: A First Conversation about Race by Megan Madison, Jessica Ralli and Isabel Roxas**
- Between Us and Abuela: A Family Story from the Border by Matali Perkins
- Eyes that Kiss in the Corners by Joanna Ho
- All Are Welcome by Alexandra Penfold
- Antiracist Baby by Ibram X. Kendi

Children's Books



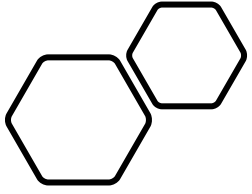
No one is born hating another person because of the color of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.

Nelson Mandela
Long Walk to Freedom



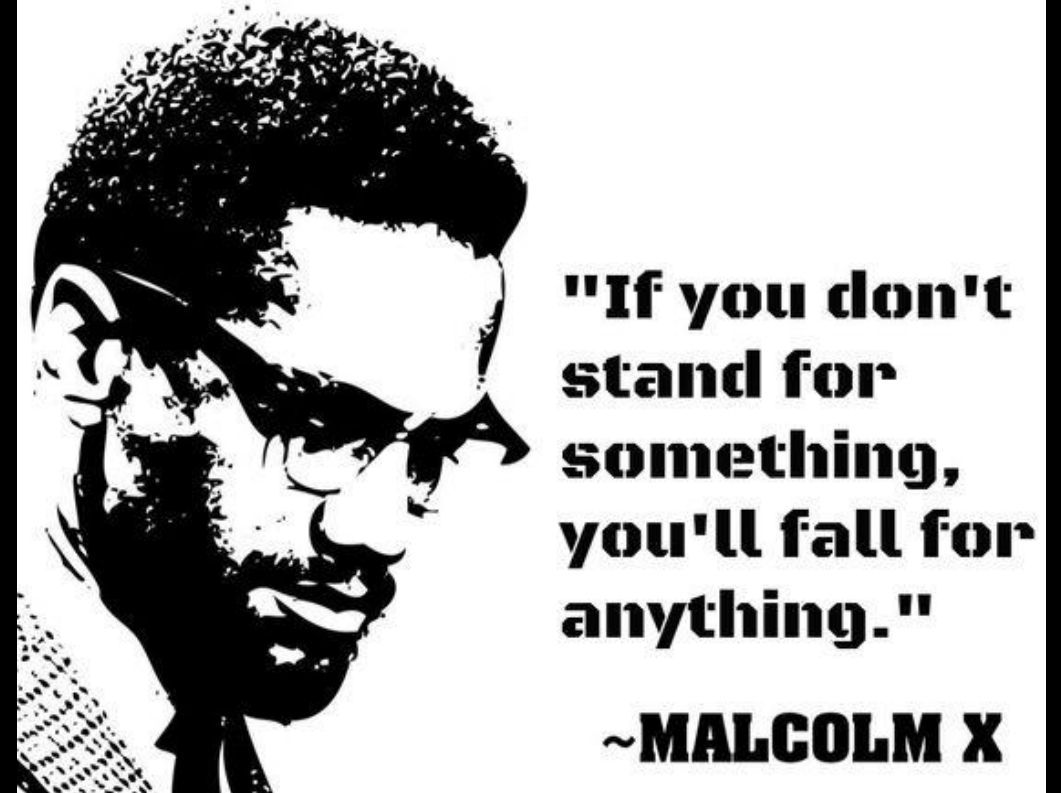
Adult's Literacy List

- [How to Be an Antiracist](#) (Links to an external site.)
- by [Ibram X. Kendi](#) (Links to an external site.) | Aug 13, 2019
- [Don't Look Away: Embracing Anti-bias Classrooms](#) (Links to an external site.)
- by [Iheoma Iruka](#), [Stephanie Curenton](#) (Links to an external site.), et al. | Apr 1, 2020
- [Race Matters, 25th Anniversary: With a New Introduction](#) (Links to an external site.)
- by [Cornel West](#) (Links to an external site.) | Dec 5, 2017
- [White Fragility: Why It's So Hard for White People to Talk About Racism](#) (Links to an external site.)
- by [Robin DiAngelo](#) (Links to an external site.) and Michael Eric Dyson | Jun 26, 2018
- [Stamped from the Beginning: The Definitive History of Racist Ideas in America](#) (National Book Award Winner) (Links to an external site.)
- by [Ibram X. Kendi](#) (Links to an external site.) | Aug 15, 2017
- [Anti-Bias Education for Young Children and Ourselves](#) (Links to an external site.)
- by [Louise Derman-Sparks](#) (Links to an external site.) and Julie Olsen Edwards | Apr 14, 2020
- [Anti-Bias Curriculum: Tools for Empowering Young Children](#) (NAEYC, No. 242) (Links to an external site.)
- by [Louise Derman-Sparks](#) (Links to an external site.) and The A.B.C. Task Force | Jan 1, 1989
- [Leading Anti-Bias Early Childhood Programs: A Guide for Change](#) (Early Childhood Education (Teacher's College Pr)) (Links to an external site.)
- [Part of: Early Childhood Education \(61 Books\)](#) (Links to an external site.) | by [Louise Derman-Sparks](#), [Debbie LeeKeenan](#) (Links to an external site.), et al. | Jan 1, 2015
- [Pedagogy of the Oppressed](#) (Links to an external site.)
- by Paulo Freire and Myra Bergman Ramos | Jan 1, 1993



Handouts

- 10 Quick Ways to Analyze Children's Books for Racism and Sexism. [Microsoft Word - 10 Quick Ways to Analyze Children.doc \(smartreading.org\)](#)
- How to Be an Antiracist Educator
[How-to-Be-an-Antiracist-Educator.pdf \(eastsideforall.org\)](#)
- Equity Literacy Institute. Equity Literacy for Educators:
 - Mapping Layers of Racism in my Educational Institution. [Layers-of-racism \(edchange.org\)](#)
 - Definition and Abilities. [Microsoft Word - Equity-Literacy-Intro-Abilities.docx \(edchange.org\)](#)




**"If you don't
stand for
something,
you'll fall for
anything."**

~MALCOLM X

More Articles

- <https://www.psychologytoday.com/us/blog/culturally-speaking/201112/colorblind-ideology-is-form-racism>
- <https://www.washingtonpost.com/nation/2018/10/05/white-parents-teach-their-children-be-colorblind-heres-why-thats-bad-everyone/>
- <https://www.learningforjustice.org/magazine/fall-2009/colorblindness-the-new-racism>
- <https://www.apa.org/pubs/books/The-Myth-of-Racial-Color-Blindness-Intro-Sample.pdf>

Articles



I HAVE A DREAM
that my four little children will one day live in a
nation where they will not be judged by the
COLOR
of
their skin but by the content of their
CHARACTER



Martin Luther King | Anti-Racism Quotes via Gecko&Fly

- When will Black children be well?
Interrupting anti-Black violence in early
childhood classrooms and schools.
Authored by Boutte, G. and Bryan, N.
- Children, Race and Racism: How Race
Awareness Develops by Louise Derman-
Sparks, Carol Tanaka Higa, Bill Sparks
- Our Children, Our Workforce – Why We
Must Talk About Race and Racism in Early
Childhood Education by Kelly Matthews
and Ijumaa Jordan
- [Talking Race With Young Children :
Parenting: Difficult Conversations : NPR](#)
- [https://www.antibiasleadersece.com/wp-
content/uploads/2017/03/APledgetoAllCh
ildrenandFamilies.pdf](https://www.antibiasleadersece.com/wp-content/uploads/2017/03/APledgetoAllChildrenandFamilies.pdf)



**NOT EVERYTHING
THAT IS FACED
CAN BE CHANGED
BUT NOTHING
CAN BE CHANGED
UNTIL IT'S FACED**

- JAMES BALWIN

Websites to support your process

Teaching for Change – www.teachingforchange.org

Rethinking Schools – www.rethinkingschools.org

CORA Learning – <https://coralearning.org>

Anti-defamation League – <https://adl.org>

NPR- www.npr.org

Anti-Bias Leaders ECE- <https://www.antibiasleadersece.com/>

Edutopia.org- <http://www.Edutopia.org>

Justice in June- www.justiceinjune.org

REFLECTING ON ANTI-BIAS EDUCATION IN ACTION: THE EARLY YEARS

FEATURED EDUCATORS

Joyce Jackson, Veronica Reynoso, Karla Y. Gomez, Nadia Jaboneta, Claudia Garcia, Brian Silveira, Maddie Piper, Tsz Ting Chow

A FILM BY

Debbie LeeKeenan • John Nimmo • Filiz Efe McKinney



Portland State
UNIVERSITY



Brave Sprout
PRODUCTIONS

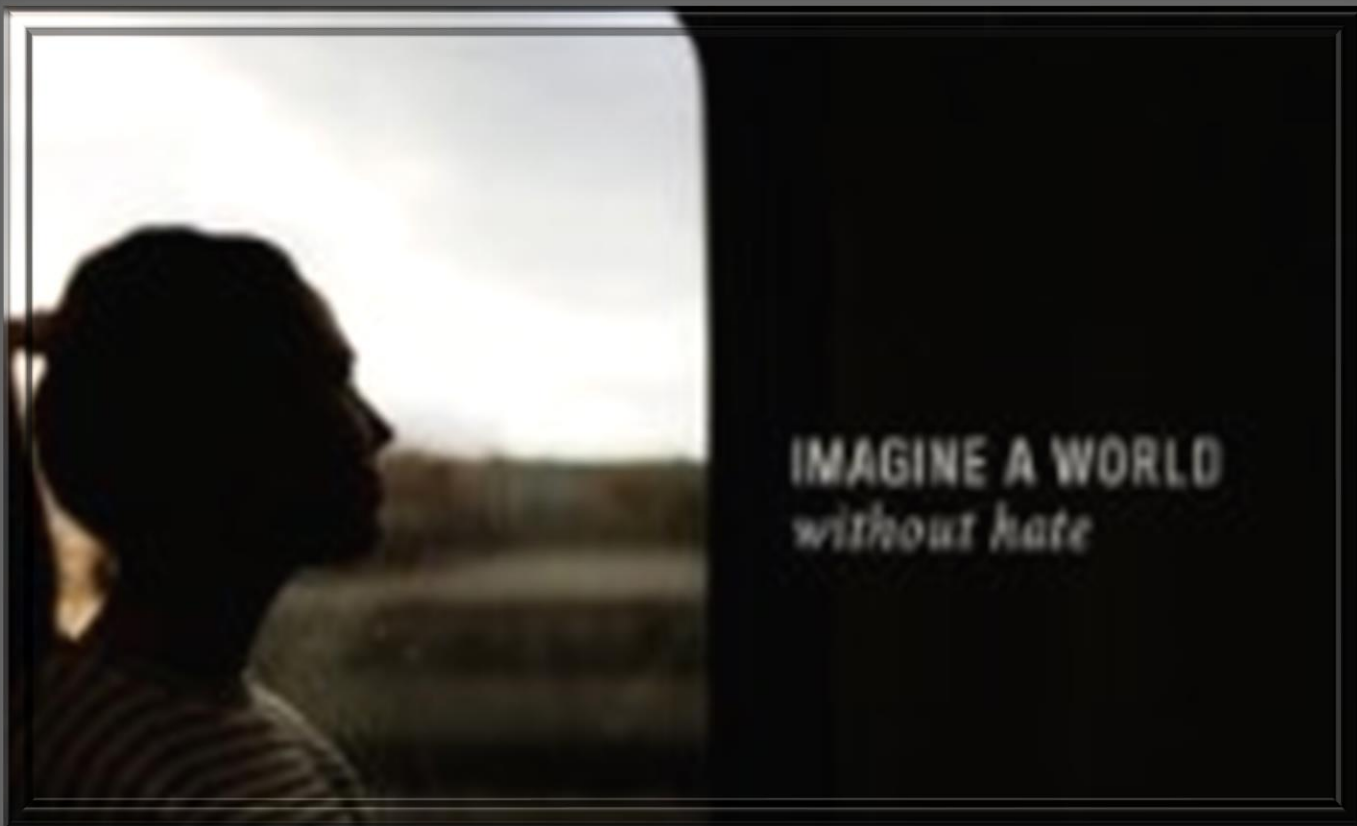
ANTIBIASLEADERSECE.COM

Videos and
Upcoming Workshops
SAVE THE DATES!

- [How Optimistic Leaders Can Create Equity in Early Learning Programs](#) **October 14, 2021 | 2 PM Eastern Time FREE**
- **Several FREE Workshops offered**



Imagine
a world



rowpixel

CITATIONS

- Partnership in Education, Articulation, Collaboration in Higher Education (PEACH). LAUP/First5LA. 2010-
- The Anti-bias Collective. University of South Carolina.
- Black Minds Matter. San Diego State University.
www.coralearning.org
- Robinson, K. Orange Coast College Professor, Teaching in a Diverse Society
- National Association for the Education of Young Children.
- Derman-Sparks, L. Anti-bias Education for Young Children 2nd edition
- National Museum of African American History & Culture. Smithsonian
- Racial Equity Tools. www.racialequitytools.org/glossary .
Supported by Pierce College Library.

