

Family Resources

We know that you and your family may be entering the week with frustration and grief in your heart in response to the recent killings of George Floyd, Breonna Taylor, and Tony McDade. On top of that, we know you are feeling bombarded with media coverage of what has been happening across the country. This certainly brings up strong feelings, many questions, and concerns about how to have those conversations. Know that you are not alone. This is hard, and these conversations may be tough, but they are needed if we truly want to change longstanding racism in our society.

The ability to respectfully navigate a challenging conversation is a skill we can build upon and it's one of our focuses for this week's Social Emotional Standard: Social Management skills.

A person with strong social management skills will:

- communicate well
- be able to resolve conflicts
- have respectful, healthy relationships with people with diverse perspectives and different lived experiences

This week for our primary and intermediate activities we'll be focusing on hearing, learning, recognizing, and accepting the lived experiences of all voices in our community.

You are the expert in your family and you decide how to navigate this conversation. We're including links to multiple resources that might be helpful. *Please read the primary and intermediate lessons. Kids may need additional support.*



Resources:

Tips for parents on media coverage from The National Child Traumatic Stress Network

https://www.nctsn.org/sites/default/files/resources//tips_for_parents_media_coverage.pdf

Talking to Children after Racial Incidents from the University of Pennsylvania School of Education:

<https://www.gse.upenn.edu/news/talking-children-after-racial-incidents>

How to Talk to your Children about Protests and Racism:

<https://www.cnn.com/2020/06/01/health/protests-racism-talk-to-children-wellness/index.html>

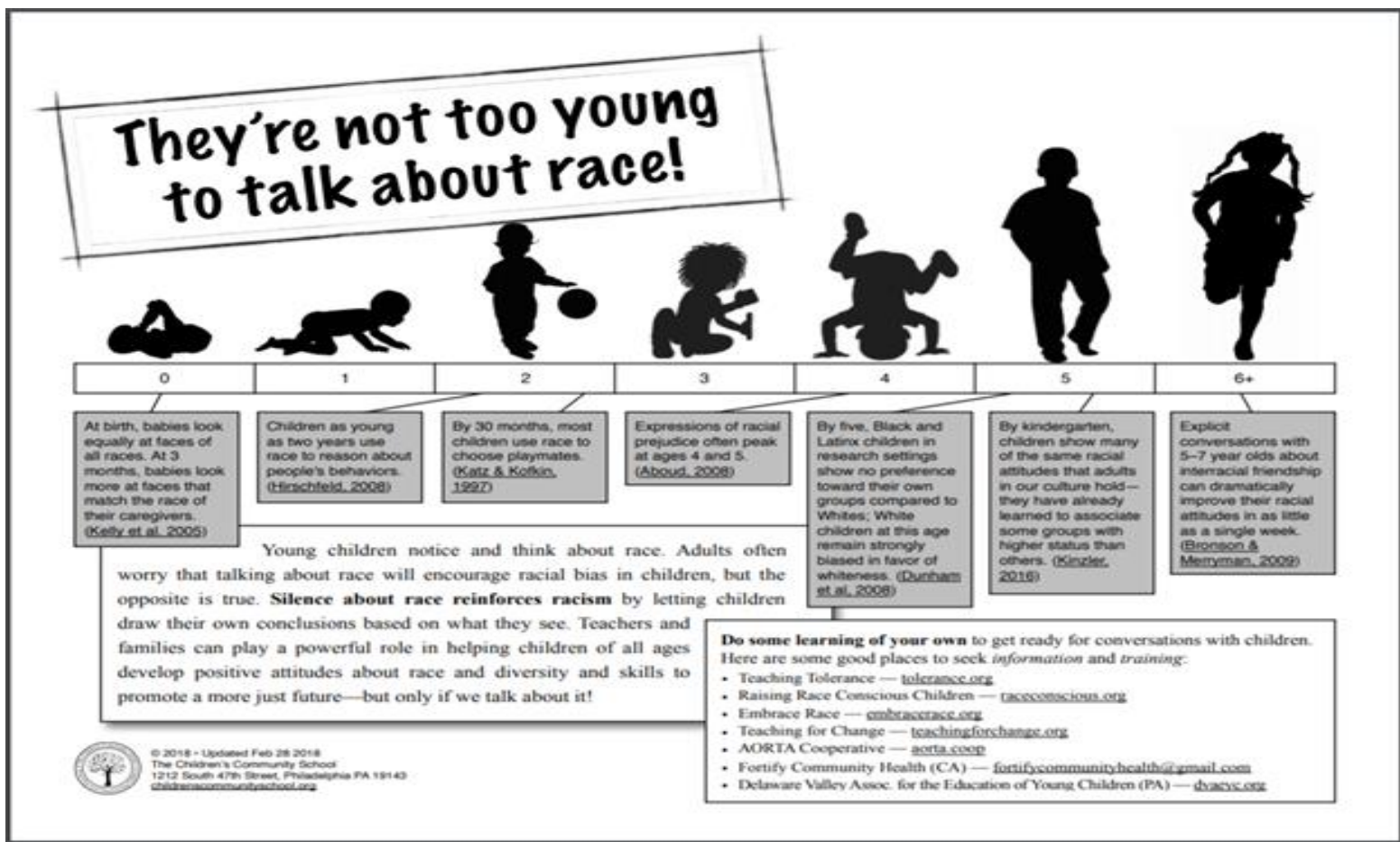
Talking to Kids about Race by the National Geographic

<https://www.gse.upenn.edu/news/talking-children-after-racial-incidents>

Helping Your Child Cope with Media Coverage of Community Racial Trauma: Tips for Parents

<https://m.youtube.com/watch?v=0Qtn2ZF6ZM&feature=youtu.be>

Primary Resources (some with adult support)



As the infographic above shows, it is never too early to begin having conversations with your children about race. Talking about it is important because they're learning and hearing about race whether or not you're directly talking to them about it. These conversations may be hard, but they're necessary if we truly want to shift the paradigm that has perpetuated institutionalized racism and systemic oppression.

If you are just beginning to have conversations about race and racism with your child, you can start by watching these two videos. They both address similarities and differences and accepting everyone for who they are. This is a building block for being anti-racist.

<https://www.youtube.com/watch?v=IELCr6QFIaC> is from Daniel the Tiger <https://youtu.be/hUrb4SZnng> is from Sesame Street.

Video discussion questions to begin a conversation with your child:

- We can be similar and different from others. Our differences are what makes each of us unique and special.
- What is one way that you are the same as someone that you live with?
- What is one way that you are unique or different from someone you live with?
- Think about someone that is your friend. What is one way that you are the same as your friend? What is one way that you are unique or different?
- Kids in your class at school are all different. They speak different languages, they wear different kinds of clothes, eat different kinds of food, and their skin colors are different too. Is it ok for kids in your class or your friends to be so different from each other?

Additionally, there are two read-alouds that we would love your child to hear:

The Skin You Live in by Michael Tyler Illustrated by David Lee Csicsko

<https://www.youtube.com/watch?v=lzCxQmh-x8A>

Video discussion questions with your child:

We all have different skin colors and shades and they are ALL beautiful.

- Using the words from the video or your own words, describe your skin color (e.g., ginger snapped, toffee wrapped, cinnamon spice, cocoa cream, dipped sundae, lemon tart, butterscotch, cookie dough, apple pie)
 - Example: My skin color is lemon tart and apple pie.
- Draw a picture of yourself and another person with a different skin color.
 - What is beautiful about your skin color?
 - What is beautiful about the other person's skin color?

And also *I am Enough* by Grace Byers <https://www.youtube.com/watch?v=T4jZxWiCxrY>

Video discussion questions with your child:

You are enough! You are unique and special just because you are YOU. No one looks like you or acts like you, and that is okay because we all have a right to be here so we can learn from each other, help each other, and accept each other.

- Describe what makes you *enough* or special the way you are.
- Draw a picture of someone in your classroom and describe what makes them *enough* or special the way they are.
- If someone was made fun of because of their skin color, what could you say or do to help them feel better and?

Here are more ideas of how to talk to your kids about race and racism:

<https://www.parenttoolkit.com/social-and-emotional-development/advice/social-awareness/how-to-talk-to-kids-about-race-and-racism>

<https://www.apa.org/res/>

<https://www.embracerace.org/resources/teaching-and-talking-to-kids>

And lastly, here is a booklist and of more children's books that support conversations about race and racism:

[Children's Book Read Alouds that talk about race and racism](#) - Just click on the book that you want to listen to and enjoy.

<https://www.embracerace.org/resources/26-childrens-books-to-support-conversations-on-race-racism-resistance>

Please reach out to me or your child's teacher if you have feedback, questions, or would like more information. Our partnership is so important, now more than ever.

Intermediate Resources

Hello, Students!

This week we are focusing on our responsibility to help other people, and how we can do our part to create a respectful and accepting community.

Earlier this year, we talked a lot about how to be a **helpful bystander** when someone is being bullied – and you can be a helpful bystander in many other situations as well.

For example, imagine you saw a student being disrespectful to one of your classmates because of the color of their skin. How would you feel? How do you think your classmate feels? While it might be an uncomfortable situation and you might not want to get involved, your community is being harmed, and YOU have the power and responsibility to do the right thing!

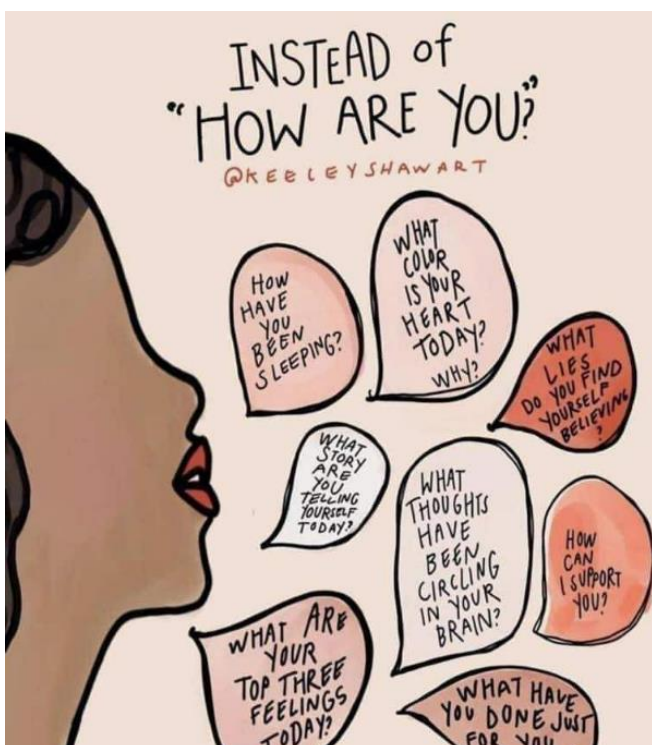


It takes courage to stand up and help others - especially when there is a group of people around (like at school or the park). It might feel easier to think that someone else might step in to help. To learn more about this, watch this [video](#) on “The Bystander Effect” and consider these reflection questions:

- How often do you think you should step in to help someone, but don't, because you think someone else will do it?
- How do you feel when you ignore a problem?
- How can you safely and respectfully help someone who needs support?

Sometimes you might feel like your thoughts and ideas don't make a difference – but this NOT true! **You matter** and are an important part of our community. Listen to this [read aloud](#) of *Say Something* by Peter Reynolds to see how we each can make the world a better place in our own way.

There are lots of things that we can say and do to help people around us. Here is a poster with some more examples of what you can say to show you are there for someone. What are some other ways you can show you care?



"In any moment of decision, the best thing you can do is the right thing...and the worst thing you can do is nothing."

-Theodore Roosevelt