



FAMILIES EMBRACING ANTI-BIAS VALUES

FACILITATOR AND VIEWER GUIDEBOOK

by Debbie LeeKeenan and John Nimmo

antibiasleadersece.com

BEHIND THE SCENES

About the Filmmakers

As the Producers of this film, we bring our own identities and positionalities to this project. Debbie is Chinese-American and the child of first-generation immigrant working-class parents. In contrast, John is a White Australian with Anglo-European, upper-class roots, who immigrated to the United States as an adult.

We both identify as cis-gender and able-bodied, enculturated in Christian traditions, each in heterosexual marriages with grown children. Bringing a century of experience in early education classrooms, our friendship and collegial relationship has spanned 36 years in a variety of ECE professional contexts, including as program directors, authors, and college instructors. You can find our biographies at www.antibiasleadersece.com. We are committed to and see anti-bias education as part of a larger struggle to dismantle White Supremacy and systemic oppression.

For our anti-bias films, we collaborated closely with director and editor Filiz Efe McKinney, a Turkish-American documentary filmmaker based in Seattle, Washington. She is the creative force behind Brave Sprout Productions, and her work champions diversity, equity, and inclusion. Using film as a powerful tool to develop empathy and provoke dialogue, Filiz aims to drive organizational and cultural change. Filiz is a multidisciplinary filmmaker with a Master of Communication in Digital Media, a Master of Arts in Communication Strategies and Public Relations, and a Bachelor of Fine Arts in Cinematography.



Debbie LeeKeenan



John Nimmo



Filiz Efe McKinney

Purpose and Goals of the Film

Soon after completing our first film, “Reflecting on Anti-Bias Education in Action: The Early Years” that focused on teachers in preschool classrooms, we identified the importance of shifting our attention to the unique and critical roles of families in creating a more fair and just world. We see the importance of educators having greater empathy and understanding of the life-long journey that families experience as they respond to the question: *What kind of world do we want to create with our children?* We also see the film as an affirmation for families that many of the challenges and questions they confront are shared with other families.

“Families Engaging With Anti-Bias Values” is a 50-minute documentary film that raises up the voices of families with diverse intersecting identities, sharing stories about their hopes, fears, strengths, challenges,

and questions as they envision a more fair and just world. The families in this film parent with anti-bias values in everyday ways in their homes, communities, and schools. An anti-bias approach **values** building positive social identities, respecting and embracing differences, and seeing and acting against unfairness. Each family has their own vision for social justice based on their unique identities, histories, experiences and context.

We see these families creating this world in everyday experiences in their homes, communities, and schools. Each family has their own vision for social justice based on their unique identities, histories, experiences and context. Each family is on their own journey regarding anti-bias values, often turning to extended family, and their cultural communities, neighborhoods, and schools as resources.

With these family stories, we sought to counter the narrative that parents only seek to hold on to a world in which discrimination and bias are the status quo. Often under the guise of “parental rights,” we are alarmed by the political efforts to push-back against DEI efforts in education through book bans, curriculum censorship, and disinformation (see [Topos, 2024](#)). As anti-bias educators, we understand that young children are exploring social identities, bias, and unfairness, and that they have the capacity to engage in meaningful dialogue and discussions about equity and oppression. We see this as a human right.

As filmmakers, we had the opportunity and honor to learn from and dialogue with these families about their personal and complex lives. We express our gratitude and deep appreciation for their trust, confidence, vulnerability, and openness in sharing their stories with us. We hope we did their stories justice.

The Complexity of Representation

We were intentional about connecting with families who expressed a commitment to social justice. Because of our budget and professional connections, all the families in the film live in the Pacific Northwest of the United States. Even so, many of the parents were born and raised in different regions of the United States and internationally. They bring with them experiences in rural and urban settings. They also represent a diversity of intersecting identities and heritages, both privileged and marginalized, including across Indigenous and immigrant identities, gender and sexuality, religion, ability, race, ethnicity, language, family structure, and economic class. While there are many visible indicators of identity in the film, we think it is important to not make assumptions about the lives of the families who agreed to participate. Each family represents their unique experience. In preparing to make this film, we became aware that some families experiencing considerable marginalization, particularly those facing poverty and houselessness, were difficult to access given the vulnerability of appearing on film, especially in their home setting. One of the challenges we invite you to consider is how the stories might vary for the families you know and serve. We recognize that many stories remain to be told.

Production

This project began in early 2022 with the development of a framework and key messages. We reached out to our network of colleagues to locate potential families to feature in the film with attention to a diversity of identities and a range of children’s ages. Gaining the trust of families to not only enter their homes, but also

share their stories on film, was an undertaking that we took seriously. A guiding principle for our work was that the experience for each family would be respectful, collaborative, and offer them an opportunity to reflect on their own journeys as parents.

Filming in homes and programs proceeded throughout 2023 in the Seattle area. Seattle is known for its progressive politics, a BIPOC community accounting for 40% of residents, with 17% of AANHPI heritage, and as the site of an active racial justice movement. Our home visits typically included interviews and activities with one or more of the children, such as reading books, play dates, a neighborhood walk, and a visit to a farmers' market. Additionally, we filmed two parent-teacher meetings, a classroom potluck, and other activities at the four featured programs. In all, thousands of minutes of film were recorded over 22 days of filming and became the basis for our lengthy editing process during 2024.

Families and educators signed a letter of consent, but we also respected any request to not include a particular scene. Additionally, participants viewed a longer edit of the film before we sent out this longer edit to a diverse group of educators from around the USA to provide critical feedback. As with our prior film, we intentionally chose not to include our own voices or that of an expert narrator as a way to both foreground the voices of families and to offer the film to you as an invitation to engage in dialogue.

Our Companion Film

Our 2021 film, [Reflecting on Anti-Bias Education in Action: The Early Years](#), focuses on the roles of early childhood teachers in anti-bias education. In this film we see vignettes of young children engaged in anti-bias activities and their preschool teachers reflecting on these experiences in the classroom. The two films are intended as companion films and can be viewed in either order depending on your goals, audience, and context.



A ROADMAP FOR VIEWING AND SHARING THE FILM

In this guidebook, we provide suggestions and resources to support using the film as a tool for in-service and pre-service professional development, and to guide your own viewing. We view this film as a provocation to invite curiosity, deep reflection, problem-solving, and application to your own unique context, including settings outside of early childhood education, such as elementary and secondary education, parenting groups, museum education, healthcare settings, nonprofits and other social service organizations.

The film (and this guide) is organized into 6 chapters that highlight the broad themes, ideas and stories that emerged from the project: (1) Identities, (2) Same and Different, (3) Belonging, (4) Dialogue, (5) Community and (6) Advocacy. These sections can be loosely connected with the 4 Goals of Anti-Bias Education (Derman-Sparks et al., 2020).

Key Steps for Using the Film for Professional Development

- Decide if you plan to turn on the Closed Captions (CC) provided in Chinese, English, or Spanish to improve accessibility (see bottom right of the screen).
- You could screen the entire film (50 minutes) and then discuss it, OR, screen separate chapters over the course of multiple sessions. You can locate the individual chapters by clicking on the 3 bars at the top left of the screen.
- Introduce the film and share the context and purpose provided in this guidebook (see Behind the Scenes).
- Emphasize that it is important to avoid judging the parents' views, but rather, the goal is to focus on understanding their stories and the implications for practice.
- Provide a few general prompts before viewing the entire film or selected chapters, and then offer reflective thinking prompts to structure the after-film conversation, preferably using a turn and talk (partners) or in break-out groups, followed by the whole group (see below).
- For a deep exploration, use the key messages, provocations/questions, and resources provided in this guidebook for each chapter as a way to frame your discussions and activities.
- Connect the scenes and reflections in the film to the viewers' own identities, contexts, practices and dilemmas around engaging families in anti-bias issues. Ultimately, the goal is for viewers to critically examine and grow their own thinking and practice.

General Questions to Think About Before or After Viewing the Film

- A. Quick Turn and Talk: *What did you connect to? What are you wondering about? What are the implications for educators? For family members?*

- B. As you watch the film:
- Who and what do you connect with?
 - Whose stories are missing? In particular, think of your own story, and those of the families and colleagues you interact with.
 - What assumptions are you making about the stories?
 - How do these stories differ from the narrative that families don't want their children to discuss identity, bias, and equity?
 - What family stories cause you discomfort? What might that mean for you as an educator?
 - How can we raise up the voices of families in our programs?
 - How will you add your voice to creating a fair and just world?
- C. For a deeper conversation, use a protocol from resources such as [The Center for Leadership and Educational Equity](#), or [Making Learning Visible](#). For instance, this “thinking routine” is modified from Project Zero’s protocols in *Making Learning Visible* (2015):
- a. **Connect** – How do the ideas presented in the film connect to your personal and professional experiences?
 - b. **Extend** – What new ideas did you get that extended or broadened your thinking?
 - c. **Challenge** – What challenges or puzzles have come to mind?



GUIDE TO EACH CHAPTER OF THE FILM

OPENING TITLES & SCENE (00:00-01:53)

What kind of world do we want to create with our children?

The film opens by posing a question that emerged as a unifying theme during the making of the film. Reflect on and discuss what the question means to you, and how it might guide your anti-bias work with families. The following title cards frame the purpose of the film.

Families with anti-bias values embrace positive social identities, respect and affirm differences, and act against unfairness.

This film raises up the voices of diverse families as they share their anti-bias journeys in their homes, communities, and schools.



OPENING SCENE: Cassie reflects on what she has learned from her two older daughters. The film also closes with Cassie sharing a similar family story about her daughters.

Key Messages:

- Parenting is a lifelong journey!
- Children actively make sense of bias and take action for social justice.

Provocation:

- How does the role of parents in their child's identity development and understanding of bias and fairness differ from the role of teachers?



CHAPTER 1: IDENTITIES (1:54-09:03)

Families bring their social identities into their parenting.

Their values, questions, and insights support their children's sense of self and belonging.

Overview

Families and main theme in their stories:

- Geoff and Scott: Being a gay parent.
- Gabrielle and Casey: Parenting a child who does not look like me.
- Matt and Emily: Our religious identities.
- Cassie: Keeping our children safe and protecting their right to childhood.
- Zong and Laurentz : How our racial identities impact parenting our bi-racial child.
- Miya and Dwayne: Importance of Black representation, especially at home.

Key Messages

- A family's values, questions, and insights shape how they affirm their children's sense of self and belonging.
- Family members are at different points of awareness of their social identities and engagement with their anti-bias journey, reflecting their experiences, education, contexts, implicit/explicit biases, and identities.
- Families want to protect and keep their child "safe" and balance social/emotional issues with their child's exposure to and understanding of bias and privilege (Cassie).

Provocations

- We are all members of families. How do your social identities impact your family and your parenting?
- How can we invite families to share their values, beliefs and insights about their children?
- How might a family's "representation" of their children's identities differ from a school's?

Resources

- Early Risers Podcast, Little Moments Count. <https://www.mpr.org/collections/early-risers>
- *Raising Antiracist Children: A Practical Parenting Guide*, by Britt Hawthorne (2022)
- *A Kids Book about Identity* by Jimmy Gomez/ Taboo Nawasha (2024)
- *Together: A First Conversation about Love* by Megan Madison & Jessica Ralli (2022)

CHAPTER 2: SAME AND DIFFERENT (09:04-14:04)

Families guide their children in understanding how they are the same and different.



Overview

- Emily and Matt: Disability and White identity
- Geoff and Scott : Brown baby with two gay White dads
- Gabrielle and Casey: Being a mixed race family

Key Messages

- Families support their children in understanding how they are the same and different.
- Families use children's books to provide "mirrors" and "windows"; mirrors to reflect their own child and family and windows to become aware of the diversity outside their experiences.

Provocations

- How can we provide mirrors and windows to the children in our families and in our programs?
- What are some opportunities and challenges that the parents of mixed race children might encounter?
- How can White parents support their own and their children's anti-bias identity development?

Resources

- [How White Parents of White Children Can Embrace Color-Brave Caregiving](#), by Amy Heberle & Noah Hoch, EmbraceRace (2024)
- [All Mixed Up: What Do We Call People Of Multiple Backgrounds?](#) by Leah Donnell, Code Switch, NPR (2016).
- Featured book: *Bodies Are Cool* by Tyler Feder, (2021)
- *Every Body: A First Conversation about Bodies* by Megan Madison & Jessica Ralli (2023)
- *Anti-Bias Education for Young Children and Ourselves*, (2nd ed) by Louise Derman-Sparks & Julie Olsen Edwards, with Catherine Goins (2020)
- [Guide for Selecting Anti-Bias Books](#) (Social Justice Books)
- [Diverse Book Finder](#)

Mixed Race, Multi-ethnic, Bicultural families children's books

- *Beautiful You, Beautiful Me* by Tasha Spillett & Salini Perera, 2022 (Afro Indigenous)
- *Beach Hair* by Ashley Woodfolk & Nina Mata, 2024 (Black/Asian)
- *Marvelous Maravilloso: Me and My Beautiful Family* by Carrie Lara & Christine Battuz, 2018 (Latine/White)
- *I Can Be All Three* by Salima Alikhan & Noor Sofi (2023) (German/Indian)
- *The Truth About Dragons* by Julie Leung & Hanna Cha (2023) (White/Asian)
- *Grandpa Is Here!* by Tanya Rosie (2023) (Iranian/White)
- *Mama and Mommy and Me in the Middle* by Nia LaCour & Kaylani Juanita (2022) (Black/White)



Section 3: BELONGING (14:05-22:02)

Families create an intentional and diverse community for their children.



Overview

- Geoff and Scott: Creating intentional community.
- Zong and Laurentz : Forming multicultural playdates in the park.
- Native Family Learning Lodge : A parent-led, Indigenous-centered, kinship model of home-based care.
- Japanese New Year: Celebrating an important cultural tradition with extended family.

Key Messages

- Families use specific strategies around anti-bias work in and outside the home such as, connecting children with a specific cultural community, using anti-bias children's literature in the home, and exposing children to cultural foods, celebrations, and traditions.

Provocations

- How can we intentionally create a more diverse community for our children?
- How can we expose children to authentic cultural traditions and information without creating stereotypes or a "tourist approach"?

Resources

- *Celebrate!: An Anti-Bias Guide to Including Holidays in Early Childhood Programs* (2nd ed) by Julie Bisson (2017)
- *Protecting the Promise: Indigenous Education Between Mothers and their Children* by T. San Pedro (2021).
- *Japanese Traditions: Rice Cakes, Cherry Blossoms and Matsuri: A Year of Seasonal Japanese Festivities* by Setua Broderick (2013)

SPOTLIGHT: Native Family Learning Lodge

Context: The Native Family Learning Lodge is a Black and Indigenous-led birth-to-three home-based program organized by parents who could not find what they wanted for their babies. It is a space offering an Indigenous-centered and community kinship modeled educational experience. Kinship care is an Indigenous practice where children are raised by extended family members and members of the community. This approach demonstrates the importance of maintaining connections to family, lifeways, language, and community.

SPOTLIGHT: Japanese New Year Celebration

Context: Gabrielle, Casey and their two children celebrate Japanese New Year with their extended family and discuss why it is important for them. Japanese New Year is celebrated according to the Gregorian Calendar (January 1). It is not the same date as the Lunar New Year which is when several other Asian cultures (such as Chinese, Korean, and Vietnamese) celebrate the new year.



CHAPTER 4: DIALOGUE (22:03-28:17)

Families dialogue with each other about the challenges of bias and social justice.



Overview

- Epiphany Early Learning Preschool Family Anti-bias Meeting: Families dialogue with each other and educators about anti-bias questions and dilemmas.
- Miya and Dwayne (with Director Julie): Families discuss bias with their schools

Key Messages

- Responding to children's questions about differences and bias can be challenging; there are varying developmental issues for children, as well as differences in context.
- The process for families is complex and messy; it's OK to not know and to make mistakes.
- Families have their own experiences of bias and identity that impact their responses to conflict.

Provocations

- How can we provide support and opportunities for families to engage in dialogue about anti-bias issues and parenting?

- What can we do to be more understanding and empathetic regarding parent responses to issues of bias and the challenges of raising their children with anti-bias values?

Resources

- *Leading Anti-Bias Early Childhood Programs: A Guide to Change, for Change* (2nd ed.). By Louise Derman-Sparks, Debbie LeeKeenan, & John Nimmo. (2023)
- *Beach Hair* by A. Woodfolk, (2024)
- *Princess Hair* by Sharee Miller (2017)

SPOTLIGHT: Anti-Bias Meeting at Epiphany Early Learning Preschool

Context: The [Epiphany Early Learning Preschool](#) is a play-based, Reggio Emilia-inspired non-profit preschool for children ages 18 months to five years old in the Madrona neighborhood of Seattle. They have anti-bias education integrated in their philosophy and program. They have regularly scheduled Anti-bias Family meetings for the school community, which is a space for families and educators to dialogue about questions, dilemmas, and ways to make anti-bias values a part of their lives at home and school.



CHAPTER 5: COMMUNITY (28:18-33:43)

Families learn about identity, diversity, and inclusion in their broader community.



Overview

- Farmers Market: Cassie and her daughter visit the local farmer's market and meet diverse vendors.
- Seattle Play Garden: Inclusive Outdoor Preschool for Children with and without Disabilities: Emily and Matt and Torin and Josie, parents at the Seattle Play Garden, talk about their experiences

Key Messages

- Families make intentional decisions about engaging in their community with their children as a way to support children's identity development and understanding of diversity.

Provocations

- What kinds of experiences in the community can families provide to affirm both identity and diversity?

- How can we invite families to share their desires, and hopes for their children in school? What happens when we can't provide what they want to see happen?

Resources

- *Raising Antiracist Children; A Practical Parenting Guide.* By Britt Hawthorne (2022)
- *We are the Builders* by Deepa Iyer (2024)

SPOTLIGHT: Seattle PlayGarden

Context: Seattle [Children's PlayGarden](#) is an outdoor inclusive playground and preschool. Their mission is to provide children of all abilities a safe, accessible, and adventurous place to play. The PlayGarden offers employment opportunities for adults with disabilities; employment contributes to feelings of self-determination, self-worth and community inclusion. The outdoor playground is open to the community when school is not in session.



CHAPTER 6: ADVOCACY (33:44-46:32)

Families reclaim their values and beliefs and affirm their vision.



Overview

- *Native Family Learning Lodge:* Families discuss reclaiming their culture, language, and beliefs.
- *Pike Market Child Care and Preschool Classroom Meeting:* Eula, a parent, challenges a preschool program to ensure all family members, even those that have passed, can be visible, valued and validated. Lesa, the center director, responded and took a risk by inviting Eula to facilitate a classroom meeting to introduce her late husband. This 10 minute vignette highlights aspects of what was a 3 hour meeting of the families from one classroom, where families and staff connected over grief to find visibility, community, and support. The center provided dinner and childcare for the evening meeting. The follow-up classroom potluck was held some weeks later at the usual childcare departure time.

Key Messages

- Families have important insights into and information about the possibilities and challenges children face in forming identities and engaging with ABE values.
- Families experience internal disequilibrium and conflict (with partner/s, extended family, community, school) as a critical part of their ABE journey.
- Educators can take risks, share responsibility with families to be leaders in anti-bias discussions and projects.

- Families are figuring out the relationship they want with schools/teachers with regard to ABE values/ issues. Families bring their own experiences with schooling and social justice issues into this relationship building.

Provocations

- How can we invite families to share their desires, and hopes for their children in school? What happens when we (educators) don't have the same vision?
- How can families advocate for their children and communities at school?

Resources

- *We are Grateful, Otsliheliga*, by Traci Sorell, (2018)
- *We Care: A First Conversation about Justice* by Megan Madison and Jessica Ralli (2024)
- *Goodbye: A First Conversation about Grief* by Megan Madison and Jessica Ralli (2023)

SPOTLIGHT: Pike Market Child Care and Preschool

Context: [Pike Market Child Care and Preschool](#) is a full day nonprofit child care program serving infants to preschool located in the heart of Pike Market in downtown Seattle. Their mission is to provide high quality early learning that is accessible to all families, regardless of income. They create a community of belonging, teaching and learning, rich in racial, socio-economic, gender and language diversity and have infused an anti-bias education in their program philosophy.



CLOSING SCENE, TITLE CARDS & CREDITS (46:33-49:58)



Cassie shares another anecdote from her children. Her teenage daughter, Caia, remembers an affirmation her mom told them on their very first day of school. This anecdote reconnects us with the opening scene of the film and reminds us of the life-long commitment of “raising” children.

The following closing title cards recognize the essential nature of families in anti-bias education and remind us that their work extends beyond the classroom. Use these statements and the final question as a provocation for reflection, dialogue, and action planning.

**As families we are strong, active participants
in creating a fair and just world for our children.
We do this every day in our homes, communities, and schools.**

**The voices of families are essential in an anti-bias approach.
These are the stories of just a few families.
Many stories remain to be told.
How will you bring your voice to this vision?**

The film concludes with the credits. We encourage you to screen these credits as a way of acknowledging the many people involved in the making of the film.

ACTION PLANNING

While this film is intended as a provocation for reflection and dialogue, the ultimate goal is to inspire thoughtful and strategic action in your classrooms, schools, and communities. We developed the following set of strategies and actions through the course of time with families and programs. Please use it as an inspiration for your own action planning.

STRATEGIES FOR ENGAGING FAMILIES IN ANTI-BIAS EDUCATION	ACTIONS
<p>1. Create welcoming schools through authentic and trusting relationships. Ensure families are visible, valued and validated. Provide multiple ways for families to engage with the school to allow for the diversity of family values and preferences.</p>	<ul style="list-style-type: none"> ● Have an anti-bias vision and mission statement visible in handbooks and program materials. ● Have visuals that represent the diversity of your families on hallways and classroom walls.. ● Post greetings in different languages. ● Create a “Menu of Participation”- multiple ways for families to engage with the program.
<p>2. Support families in their identity journeys by sharing your identities and experiences. Examine your assumptions about family identities and their experiences with anti-bias values. Be empathetic and join families in a journey that can be bumpy.</p>	<ul style="list-style-type: none"> ● At initial family and staff gatherings, allow people to share stories/ memories about their names, identities, early school experiences, children’s books, etc. that highlight their experiences with differences and contexts.
<p>3. Acknowledge the strengths children and families bring to school (funds of knowledge, cultural strengths). Seek out family perspectives about how to support and respond to their children.</p>	<ul style="list-style-type: none"> ● Invite families in your intake forms, annual goal forms, family conferences and home visits to share their children’s strengths, challenges, as well as their hopes and dreams.
<p>4. Invite families to share their home/heritage cultures in ways that are meaningful to the family; avoid responding to this cultural sharing with a superficial tourist approach.</p>	<ul style="list-style-type: none"> ● Invite families to share their home cultures with the program throughout the year- this can be done in person, with posters, photos, videos, book reading, etc.
<p>5. Be sensitive to family desires, uncertainties, and concerns in terms of anti-bias education issues and their children’s bicultural development. Be alert to children who code switch, consciously or unconsciously, between home/school.</p>	<ul style="list-style-type: none"> ● Keep dialogue open with families, have regular check-ins - and be proactive about anti-bias issues in school and families’ questions..
<p>6. Educators can provide a safe and brave space for discussions and problem-solving about anti-bias issues, provide information about children’s identity development, and acknowledge the importance of variation and context.</p>	<ul style="list-style-type: none"> ● Create a safe and brave space with families and staff; provide opportunities to get to know each other and build trust on a regular basis. ● Set community agreements for dialogue. ● Hold monthly or quarterly anti-bias family/staff discussions.
<p>7. Educators and families experience conflict and disequilibrium. Use third space strategies like the three A’s (acknowledge, ask, adapt); look for common ground. Model leaning into discomfort, uncertainty, and conflict as opportunities for growth.</p>	<ul style="list-style-type: none"> ● Use regular family discussion meetings to problem solve anti-bias dilemmas that come up at home or school. ● Be proactive in identifying potential cultural conflicts in school. ● In newsletters have an “anti-bias” column to share resources, questions and anecdotes

GLOSSARY

Terms referenced in the film

Anti-Bias Education (ABE). An approach that places diversity and equity goals at the heart of everything we do in early childhood. Young children are viewed as observing, experiencing, and actively making sense of social identities and biases. They have a deep and empathetic sense of fairness. ABE affirms each child and family's social identities and cultural ways of being. Building on the strengths and knowledge children bring to school, anti-bias teachers seek the active engagement of families and communities. Anti-bias teachers observe carefully, think critically, and reflect deeply. More than curriculum and strategies, this approach offers children and adults the tools to actively resist bias and systemic oppression in our society; it is a commitment to social justice.

An anti-bias approach supports anti-racist teaching and culturally-sustaining pedagogies and is guided by **four interconnected goals**: (1) Identity: Demonstrate self-awareness, confidence, family pride, and positive social identities; (2) Diversity: Express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections; (3) Justice: Recognize unfairness, have language to describe unfairness, and understand that unfairness hurts; and (4) Action: Demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discrimination (Derman-Sparks & Edwards, with Goins, 2020, pp.15-17)

Decolonization. The process of Indigenous Peoples regaining sovereignty over land, knowledge and culture that has been taken by colonizing peoples. This concept also refers to the process of unlearning the ways and perspectives of the colonizer, reclaiming Indigenous knowledges and culture, and engaging in a process of healing.

Intergenerational Trauma. The physical and psychological effects of trauma in individuals and communities are passed down from one generation to another both socially and epigenetically.

Mixed Race. A person with heritage from two or more ethnic or racial groups. There isn't a consensus about a preferred term, often reflecting the history and differing usage of terms such as culture, race, and ethnicity. Other terms in use include biracial, multiracial, multicultural, multiethnic.

Privilege. The term used to refer to the rules, values, language and worldview of the groups with economic and political power in a society. This privileged group defines its way of life as "normal" and the right way to live, and judges others who differ from this standard. (excerpted from Derman-Sparks, LeeKeenan, & Nimmo, 2023, *Leading Anti-Bias Early Childhood Programs*, 2nd ed., p.4)

Settler Colonialism. Refers to when Indigenous people are displaced (violently) and their land taken (loss of sovereignty) by people from another land, and the colonizers settle on the land, stay, and impose their culture, institutions, and perspectives. In the United States, all people other than Indigenous Peoples could be referred to as settler colonialists.

Social Identities. Social identities connect individuals to larger groups beyond their family. They comprise characteristics such as people's racial and ethnic identity, gender, culture, religion, language, economic class, family structure, sexual orientation, and abilities, as these characteristics are defined by the society in which people live. Social identities play a significant role in how an individual is seen and treated by others, and they affect access to the society's institutions, such as education, health, and the legal system.

White Supremacy. A system of beliefs that defines and views the "White race" as superior to other races and that as a result, White people should have power over people of other races through the systemic control of resources, knowledge, and institutions.

RESOURCES

SUPPORTING A DIVERSITY OF FAMILIES

Books

Baxley, T. (2021). *Social Justice Parenting: How to Raise Compassionate, Anti-Racist, Justice-Minded Kids in an Unjust World*. Harper.

Hawthorne, B. (2022). *Raising Antiracist Children; A Practical Parenting Guide*. Simon & Schuster, Inc.

Joseph, R. & Biscoe-Smith, A. (2021). *Generation Mixed Goes to School: Radically Listening to Multiracial Kids*. Teachers College Press.

Kendi, I. (2022). *How to Raise an Anti-Racist*. One World Publisher.

Koralek, D., Nemeth, K, & Ramsey, K. (2019). *Families and Educators Together: Building Great Relationships that Support Young Children*. NAEYC.

McCarthy Foubert, J.L. (2022). *Reckoning with Racism in Family School Partnerships: Centering Black Parents' School Engagement*. Teachers College Press.

Nayani, F. (2020). *Raising Multiracial Children: Tools for Nurturing Identity in a Racialized World*. North Atlantic Books.

San Pedro, T. (2021). *Protecting the Promise: Indigenous Education Between Mothers and their Children*. Teachers College Press.

Steen, B.F. (2023). *Hear Our Voices! Engaging in Partnerships that Honor Families*. NAEYC.

Websites/Organizations

- Early Risers Podcast, Little Moments Count
<https://www.mpr.org/collections/early-risers>.
Podcast from [Little Moments Count](#) and Minnesota Public Radio with frank facts, engaging stories and real how-tos for anyone who cares about raising children with a clear-eyed understanding of cultural differences, race and implicit bias. The 2023 season focuses on interviews with families raising children with a social justice lens.
- Embrace Race
<http://embracerace.org>
Resources and online communities to support families and caregivers meeting the challenges faced by those raising children in a world where race matters.
- Families of Color
<https://www.focseattle.org/>
Families of Color Seattle (FOCS) connects families, caregivers, and children of color through peer-led parent support groups; spaces to share culture, skills, and resources.

ANTI-BIAS AND EQUITY EDUCATION

Books

- Alanis, A., Iruka, I, with Friedman, S. (2021) *Advancing Equity and Embracing Diversity in Early Childhood Education: Elevating Voices and Actions*. NAEYC
- Barrera, I., Kramer, L. & Macpherson, T.D. (2012). *Skilled Dialogue: Strategies for Responding to Cultural Diversity in Early Childhood* (2nd ed.). Paul Brookes Publishing.
- Derman-Sparks, D. & Edwards, J.O, with Goins, C. (2020). *Anti-Bias Education for Young Children and Ourselves*, (2nd ed). NAEYC.
- Derman- Sparks, L., LeeKeenan, D., & Nimmo, J. (2023). *Leading Anti-bias Early Childhood Programs: A Guide To Change, For Change* (2nd ed.). Teachers College Press..
- Derman- Sparks, L. & Ramsey, P. (2011). *What if all the Kids are White? Anti-bias Multicultural Education with Young Children and Their Families* (2nd edition). Teachers College Press.
- Friedman, S. & Mwenelupembe. A. (2020) *Each and Every Child: Teaching Preschool with an Equity Lens*. NAEYC
- Iruka, I.U., Durden, T.R., Escayg, K., & Curenton, S. (2023). *We Are the Change We Seek: Advancing Racial Justice in Early Childhood Education*. Teachers College Press.
- Iruka, I.U., Curenton, S., Durden, T.R., & Escag, K., (2020). *Don't Look Away: Embracing Anti-Bias Classrooms*. Gryphon House.
- Searcy, A. (2023). *Elevating Equity: Advice for Navigating Challenging Conversations in Early Childhood Programs*. Gryphon House.
- Souto-Manning, M., Lugo Llerena, C., Martell, J., Salas Maguire, A., & Arce-Boardman, A. (2018). *No More Culturally Irrelevant Teaching*. Heinemann.

Websites

- Embrace Race embracerace.org
- Defending the Early Years <https://dey.org/>
- Learning for Justice (formerly Teaching Tolerance) <https://www.learningforjustice.org/>
- NAEYC Advancing Equity Statement <https://www.naeyc.org/resources/position-statements/equity>
- Rethinking Schools <https://rethinkingschools.org/> Teaching for Change www.teachingforchange.org



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