



Early Childhood Goals and Weekly Activities for Identity, Diversity, Justice, and Activism

Goal 1: Identity	Teachers will nurture each child's construction of a knowledgeable, confident, individual, personal identity and of related social identities. Children will demonstrate self-awareness, confidence, family pride, and positive social identities.
Goal 2: Diversity	Teachers will promote each child's comfortable, empathetic interaction with people from diverse backgrounds. Children will express comfort and joy with human diversity , use accurate language for human differences , and form deep, caring connections across all dimensions of human diversity.
Goal 3: Justice	Teachers will foster each child's capacity to critically identify bias and nurture each child's empathy for the hurt bias causes. Children will increasingly recognize unfairness , have the language to describe unfairness , and understand that unfairness hurts.
Goal 4: Activism	Teachers will cultivate each child's ability and confidence to stand up for oneself and for others in the face of bias. Children will demonstrate a sense of empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.

Content above courtesy of the [Teaching Tolerance Anti-bias Framework](#)

Weekly Activities

At the start of the school year, students focus on **identity**, taking part in activities that help to build a positive self-identity and family pride. Students engage in activities where they look at and identify their own features using a mirror. They create self-portraits by mixing colors to create their hair, skin, and eye color. They share a family photo and describe who is in their family.

As part of our focus on **diversity**, students are encouraged to notice similarities and differences between themselves and others and to discuss these in a positive, celebratory way. Students listen to stories, such as Robb Pearlman's *Pink is for Boys*. They name their favorite color and the things they like. They read David Catrow's *I Like Myself* and describe all the things they like about themselves. They listen to *Girls Can't Be Superheroes* and share what they want to be when they grow up, learning to challenge gender stereotypes.

In the middle of the year, students' goals shift to **justice**, defined as: "I understand people need different things," and "I listen to stories of people who are different from me." Students listen to Ibram X. Kendi's *Antiracist Baby* and talk about unfairness, learning to speak up whenever they see unfairness.

Towards the end of the academic year, students learn about **activism**. They are encouraged to use an "I" statement to tell an adult or directly speak with a peer when they see anyone being excluded or treated unfairly. Teachers are continually listening to children's conversations so they can address in the moment any stereotypes or biases that may arise.

