

Equity and Play

Gameplan

- Playful start: Profiles in Playfulness
- Equity and play examples and ideas
- Thought Museum and discussion
- BREAK
- Getting to Know Your Learners activity
- Reflections and wrap-up

Play Kit

1. Something to sculpt with (clay, putty, slime, playdough)
2. Something to build/construct with (LEGOs, blocks, popsicle sticks, plastic cups, rocks, sticks)
3. A collection of Beautiful Stuff
4. Paper and something to make marks with (markers, crayons, paints, pastels)

Playful Opener: Profiles in Playfulness

Represent your playful learner using something in your Play Kit.

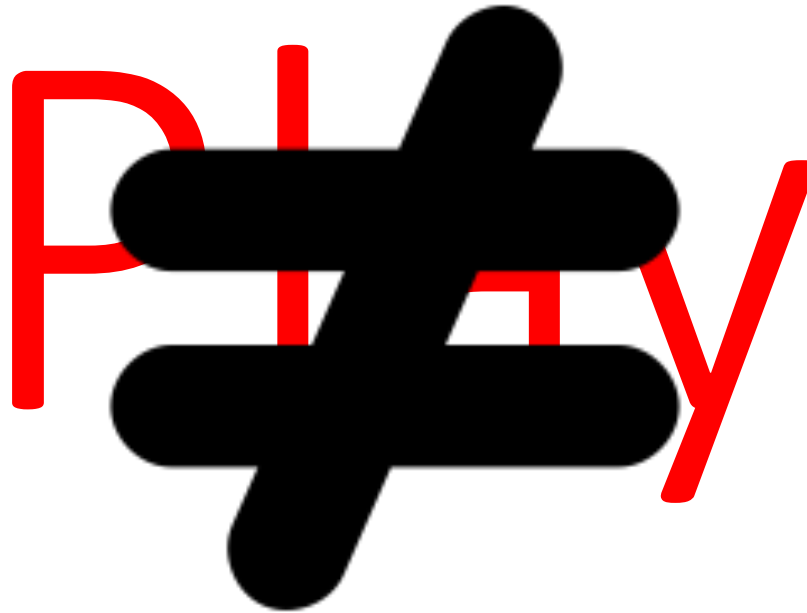
Chat with the others in your small group while you work.

- Why do you think this person embodies a playful mindset?
- What did you learn working on this assignment? Was it playful learning for you?



Access to
spaces to
play

Implicit bias



Access to play-
based curriculum

Opportunities
to talk and play
about inequity

Implicit Bias in preschool (Gilliam et al)

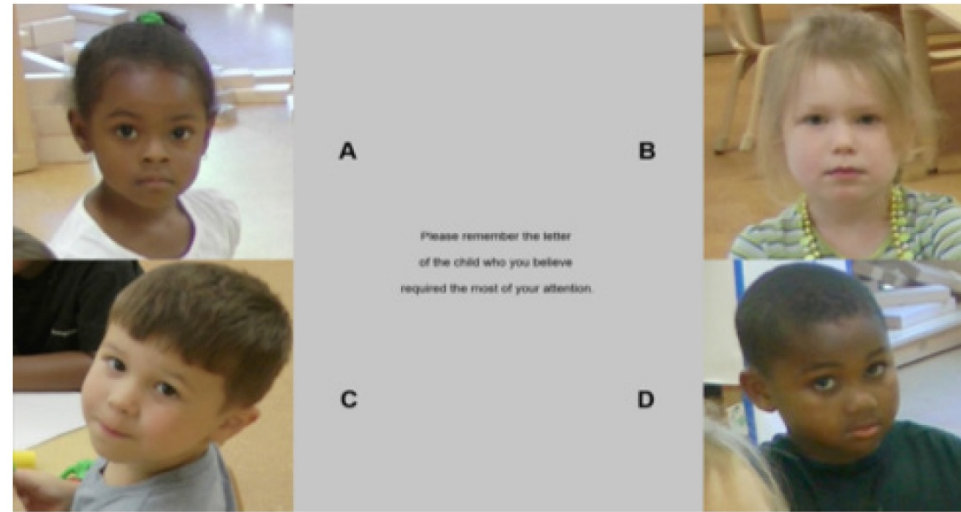


Figure 2



Do early educators expect boys, Blacks, and Black boys to misbehave?

“Our findings demonstrate that early education staff tend to observe more closely Blacks, and especially Black boys when challenging behaviors are expected. These findings are important to consider given that no behavioral challenges were present in the videos, suggesting, in part, that preschool teachers may hold differential expectations of challenging behaviors based on the race of the child. This is consistent with the robust literature that evidences disproportionate rates of disciplinary referrals and exclusionary practices for Black boys that are not better accounted for by other factors.”

(Gilliam et al. 2016, p.11)

What can we do to make our classrooms more playful and more just?

- Draw on anti-bias, anti-racist frameworks for our work with children
 - Anti-Bias education
 - Culturally Sustaining Pedagogies
- Know our learners
 - Funds of Knowledge
- Listen and observe for opportunities to engage children
- Use play as a way to surface, address, and counteract stereotypes, rather than reproduce them

Example:

Using our Powers for Good: Considering Issues of Ownership, Power, and the Sharing of Community Resources

Eliot-Pearson Children's School
Kindergarten
2010-2011

(used with permission from Heidi Given)

You can go up any ramp, if you have a lot of money... People with a lot of money can go in anywhere they want.

--kindergartner

PLANNING

3/9-24/11

It took the kindergarten three weeks to fully debate and develop a plan for sharing our community resource of bikes and wagons. During that time children told stories of past challenges, determined the number of vehicles available to share, considered the needs of the Preschool East children (who often like to be our passengers), and debated many essential details. They arrived at the following decisions:

1. Have a sign-up sheet, based on the number of bikes available during our outside time.
2. Design the sign up sheet so that each vehicle had its own sign-up space.
3. Agree that only vehicle drivers would sign-up, so that other children could quickly get on and off as passengers.
4. Give each driver a turn lasting as long as they wanted – referring back to the list day after day until everyone signed up had had a turn.





Triple Bike

Abigail
Orzin



Double Bike

Giulia
Tamaki
DAVID



Wagon

GIULIA
SAM



Tricycle

Melody
Fenzin
ALEX
MELODY
EVA
Melody
ALEX
SAM



Scooter

SAM

IMPLEMENTATION

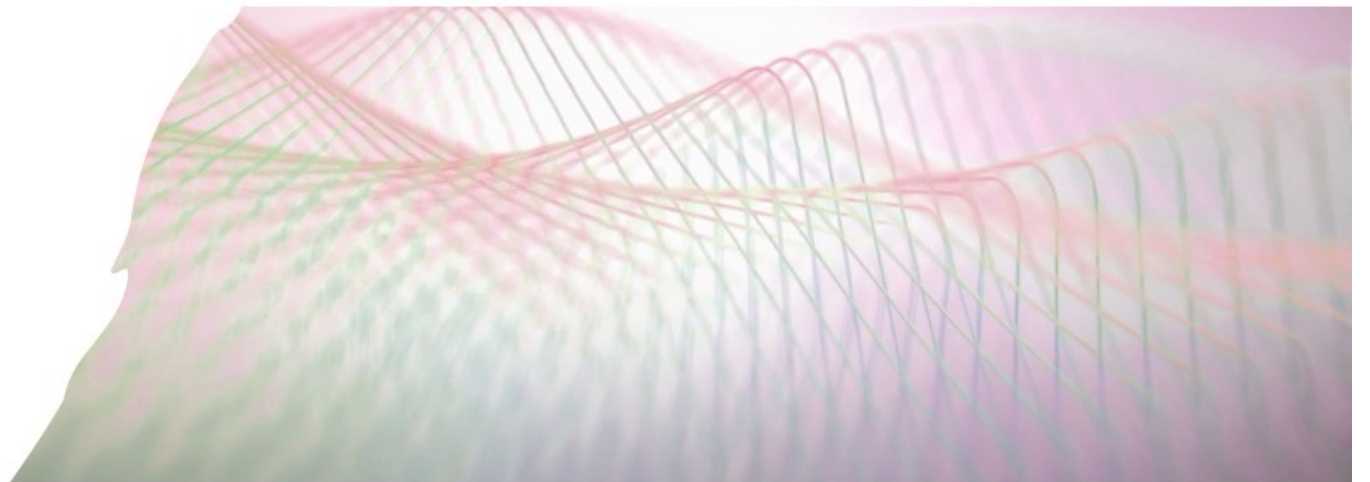
3/24/11 -

The children began using their system for sharing our community vehicles; and it was an immediate success – lessening conflicts, allowing for individual’s storylines to develop uninterrupted, and assuring more fun. The children needed occasional reminders to sign up prior to taking a vehicle or check the list when they finished with a vehicle, but also gained a comfort in knowing they would get a turn.



Debbie LeeKeenan

ANTI-BIAS EDUCATOR
EXTRAORDINAIRE



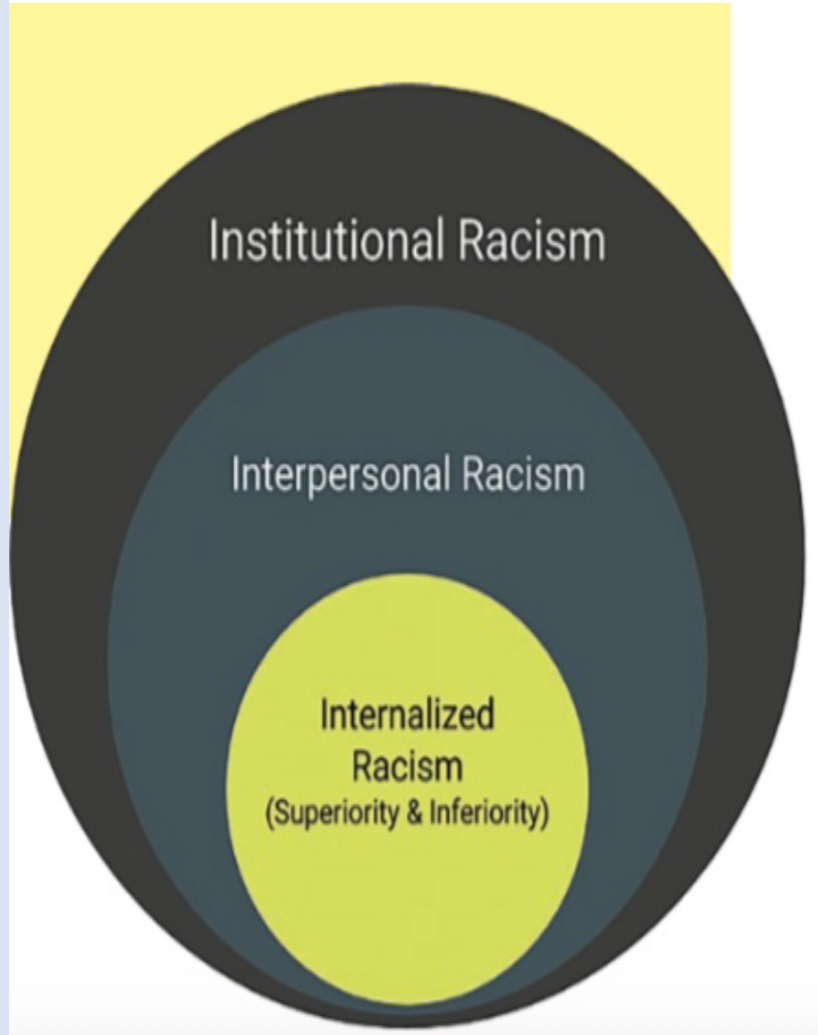
What is Anti-bias /Anti-Racist Education ?

- This is a perspective/stance of everything you do.
- It puts diversity and equity goals at the center of all aspects of an organization's daily life.
- It is relevant and pays attention to the realities of children's lives- culturally responsive and sustaining.
- Values and creates a community that supports and seeks to include all dimensions of human difference.
- An activist approach that provides children with tools to identify and respond to bias
- Anti-racist education centers race as the core. It acknowledges the intersectionality of social identities and the systemic impact of racism on all the other -isms.

NOTE: This and the following slides with blue backgrounds are used with permission from Debbie LeeKeenan

Racism

(Matthews& Jordan, 2019)



Racism: An internalized system of economic, political social and cultural conditions that assign power, advantage and privilege to one racial group over another.

Institutional Racism: How the system gets baked into the business-as-usual of whole institutions; this includes the intended and unintended consequences of policies, practices, laws, rules and procedures that function to the advantage of white people and to the disadvantage of people of color.

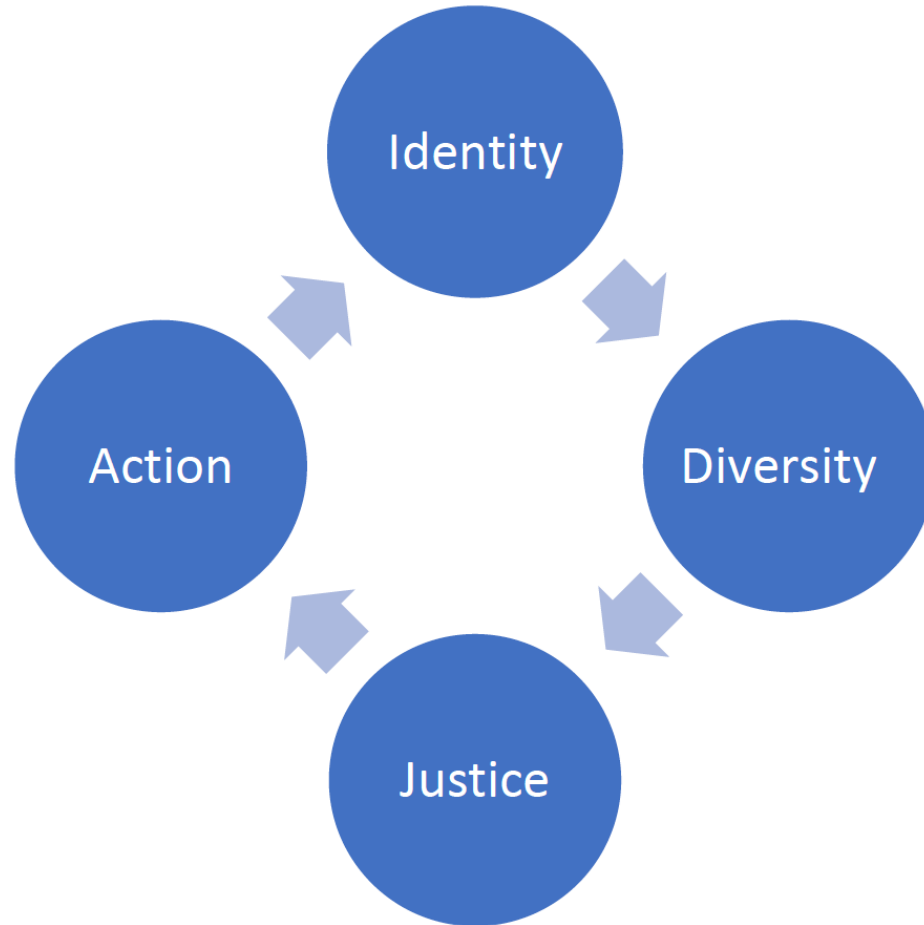
Interpersonal racism: how the system plays out between people; this includes behaviors based on conscious or unconscious biased assumptions about self and others. This usually looks like discrimination.

Internalized racism :how the system gets into each of us: body, mind, and soul, as individuals; this includes both internalized racial superiority for white people and internalized racial inferiority for people of color.



Anti-bias Education Goals

(Derman-Sparks & Edwards, 2020)



Goal 1: Identity : Children will feel positive, but not superior or inferior about their racialized identities. They will understand that their skin color or eye shape or hair texture does not determine their value as human beings.



Goal 2: **Diversity** : Children will have accurate words and information about each other's racialized identities. They will also appreciate their shared humanity and how they are similar to each other.



Goal 3: **Justice** : Children will develop beginning skills for identifying and questioning misinformation, stereotypical ideas and images and hurtful behaviors directed at their own and other's racialized identities. They will know that it is not fair to treat people hurtfully because of who they are.



Goal 4: **Action**: Children will demonstrate beginning skills for interrupting biased behaviors targeted at their own and other's racialized identities and for creating a fair classroom environment.



Want to learn more about anti-bias education?
Watch the film [here](#)

ANTI-BIAS LEADERS IN EARLY CHILDHOOD EDUCATION
A Guide To Change With Louise Derman-Sparks, Debbie LeeKeenan, John Nimmo

ABOUT US ▾ EVENTS ▾ FILMS ▾ RESOURCES ▾ PUBLICATIONS ▾ SERVICES
CONTACT

Reflecting on Anti-bias Education in Action: The Early Years

A Film by Debbie LeeKeenan • John Nimmo • Filiz Efe McKinney



Thought Museum

- *See activity card – add link here to Jamboard if remote, or instructions for physical activity if in-person*

RECESS

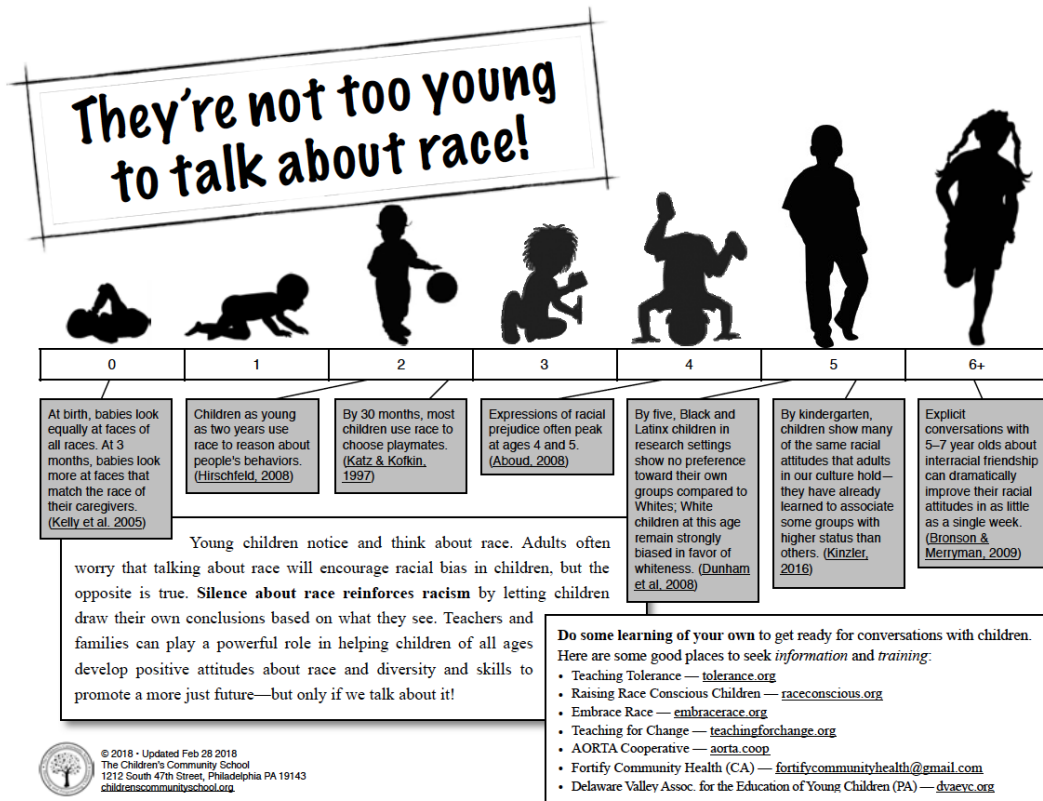
Take a break!

What can we do to make our classrooms both playful and just?

- Understand, acknowledge, and stay aware of our own implicit biases
- Draw on anti-bias, anti-racist frameworks as we work with children
 - Anti-Bias education
 - Culturally Sustaining Pedagogies
- Know our learners AND see families as partners
 - Funds of Knowledge
- Listen and observe for opportunities to engage children
- Use play as a way to surface, address, and counteract stereotypes, rather than reproduce them

Strategies for having honest conversations about race and social justice with children

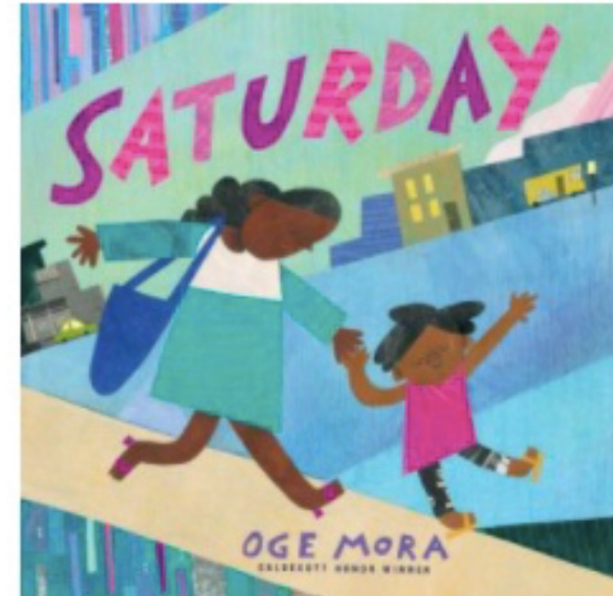
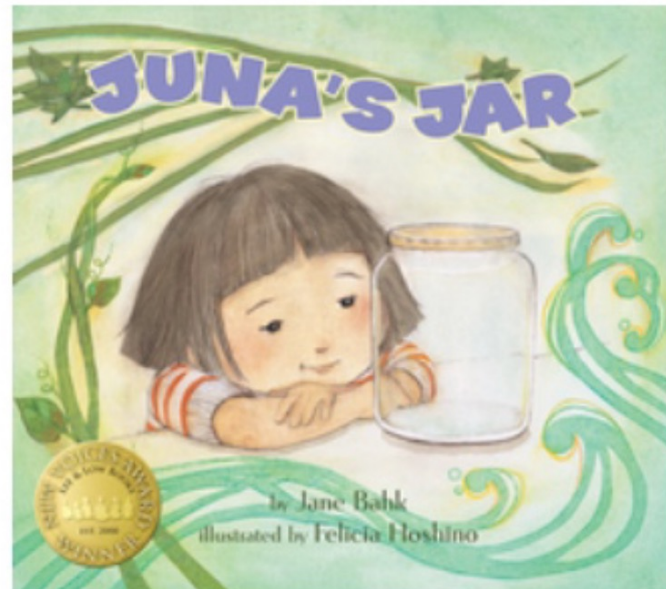
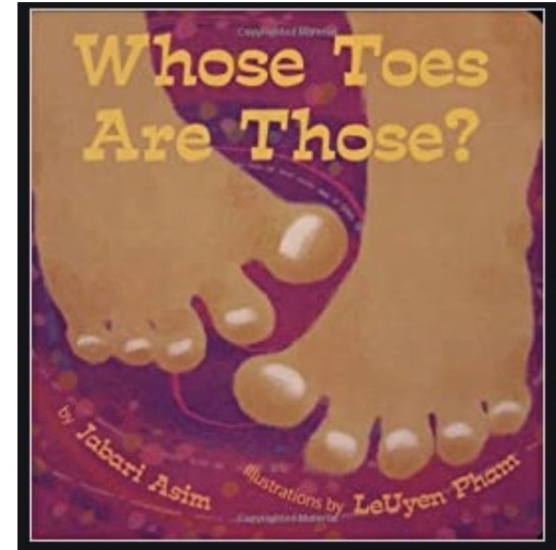
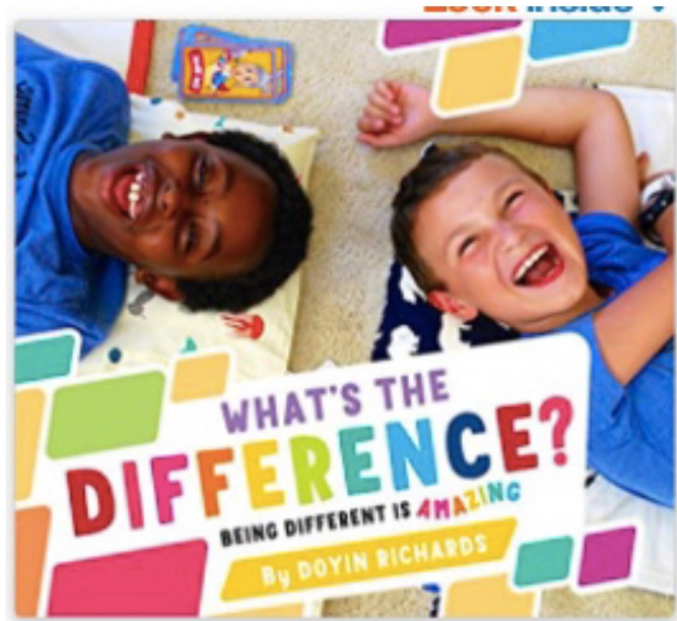
(adapted from Derman-Sparks, LeeKeenan & Nimmo; Embrace Race)



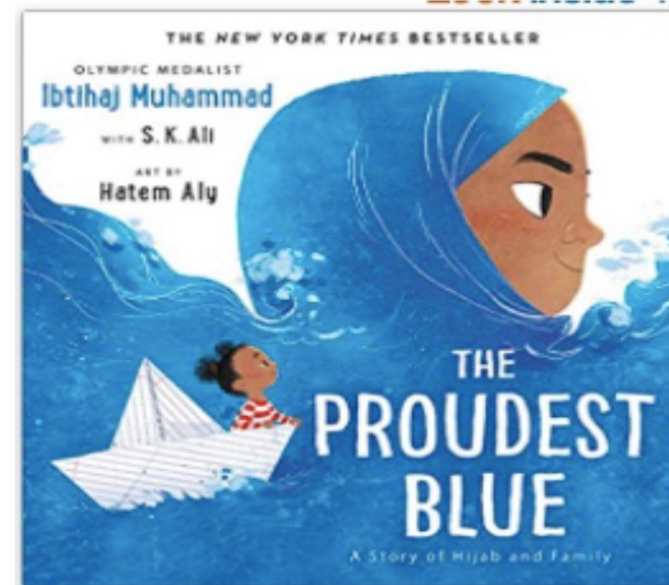
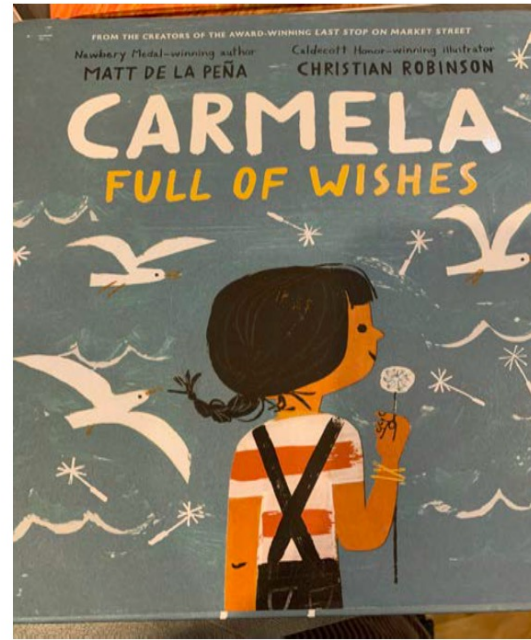
Start early- the earlier the better

- Children notice differences.
- Encourage children to ask questions. Be a good listener. Pay attention to feelings as well as words.
- Answer children's questions immediately and directly, with information that is appropriate to their developmental level and experience.

Read #own voices books.

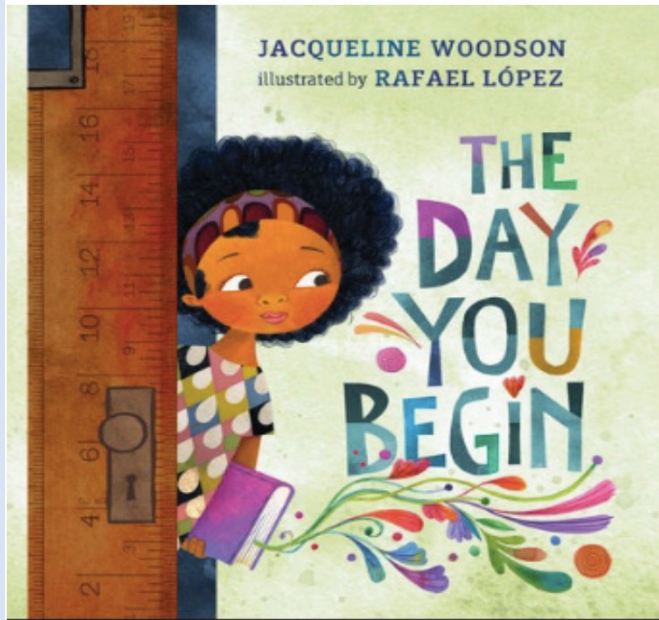


- Unlearn stereotypes, don't create them.
- Choose diverse books that are engaging stories that teach children important truths without having to spell out the “moral of the story.”



Be a changemaker

- Be honest with children in age appropriate ways about prejudice, oppression and privilege.



Getting to know your learners

- Depending on the age of the learners, here are some questions and conversation starters you might use:
 - ▷ **Home language:** What language(s) do you speak with your family and friends?
 - ▷ **Cultural background:** Where are you and your family from?
 - ▷ **Family traditions and values:** What traditions and values are important to your family? Do you have any special days or celebrations?
 - ▷ **Friends and family members:** Who is in your family? Who are your friends?
 - ▷ **Family members' occupations or skills:** What does your [parent/ grandmother/ sister/ uncle...] do while you are at school?
 - ▷ **Play activities (learner and family):** What do you like to play? What do you like to do when you're by yourself? With your friends? With your family?
 - ▷ **Favorite games, sports, play themes, or hobbies:** What are your favorite games? Sports? Hobbies? What do you like to do outside of school?
 - ▷ **Favorite music, movies, or TV shows:** What music do you like to listen or dance to? What movies or TV shows do you like to watch?
 - ▷ **Household responsibilities (e.g., caregiving, chores, growing and preparing food):** What do you do at home to help your family? Do you help take care of siblings or other children at home? Clean? Cook? Make repairs?
 - ▷ **For conversations with families:** What would you say are the strengths and interests of your child(ren)? What else do you think it is important to know about your child? What is important to know about your family?
 - ▷ Add, remove, or substitute other questions that are relevant to your context. We developed these questions by drawing on González, N., Moll, L. C., & Amanti, C. (Eds.). (2006). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Routledge.

Getting to Know your Learners



A Teaching Tool to Empower learners to lead their own learning

A tool to help learners play a bigger role in their learning.

- Try the “getting to know your learners” tool with each other
- Discuss as a group – talk about the categories you want to share
- Be ready to share out:
 - Something your group had in common
 - Something that was unique for each person in your group
 - How will you learn about the funds of knowledge of your learners for the Playful Participatory Research project?

All learners come to the classroom with knowledge and experience they can contribute to the learning community (sometimes called “funds of knowledge”). Use the information you learn to better understand where learners are coming from and to make connections between their lives and the curriculum.

Engage learners and their families either in informal or more structured conversations to discover the strengths and interests of your learners. Talk with learners during transition times — before or after class, during mealtime or breaktime, or during play or outdoor time.

Depending on the age of the learners, here are some questions² and conversation starters you might use:

- ▶ **Home language:** What language(s) do you speak with your family and friends?
- ▶ **Cultural background:** Where are you and your family from?
- ▶ **Family traditions and values:** What traditions and values are important to your family? Do you have any special days or celebrations?
- ▶ **Friends and family members:** Who is in your family? Who are your friends?
- ▶ **Family members' occupations or skills:** What does your [parent/ grandmother/ sister/ uncle...] do while you are at school?
- ▶ **Play activities (learner and family):** What do you like to play? What do you like to do when you're by yourself? With your friends? With your family?
- ▶ **Favorite games, sports, play themes, or hobbies:** What are your favorite games? Sports? Hobbies? What do you like to do outside of school?
- ▶ **Favorite music, movies, or TV shows:** What music do you like to listen or dance to? What movies or TV shows do you like to watch?
- ▶ **Household responsibilities (e.g., caregiving, chores, growing and preparing food):** What do you do at home to help your family? Do you help take care of siblings or other children at home? Clean? Cook? Make repairs?
- ▶ **For conversations with families:** What would you say are the strengths and interests of your child(ren)? What else do you think it is important to know about your child? What is important to know about your family?
- ▶ Add, remove, or substitute other questions that are relevant to your context.

“Because play is spontaneous, fluid, and infinitely malleable, it can accommodate many cultural themes. Moreover, it has the potential to break down the distinction between insiders and outsiders, to equalize relationships, and encourage children to risk playing new roles.” (Ramsey, 2015)

I used to think...

Now I think....