



# Anti-Racist Toolkit Lesson Plan

## Introduction to Inclusion (PreK-K)

### Inclusion - Understanding and Embracing Differences

This lesson plan was developed with the intention of engaging young children (ages 3-5) both directly and indirectly in the learning of and exposure to the concepts of cultural/racial differences, equity, and inclusion. Exposing children to a wider array of language/vocabulary concepts, toys, books, and games (e.g., authors of color, dolls representing different races/cultures), with some amount of direct discussion and identification, will encourage children to learn more about themselves and others, and how they may seek out and collaboratively and cooperatively engage with those from different groups.

**Grade Level:**  
PreK-K

**Subject Area:**  
Language/Communication

**Length of Time:**  
40-60 minutes (2-3 S/L sessions)

### Guiding Questions

(Adapted from [Learning for Justice - Including Everyone!](#))

- *How am I the same as other people? How am I different from other people?*
- *How can I learn more about other people?*
- *How can I show/tell people I like and accept them using my words and actions?*
- *What words can I use to talk to and about other people who aren't like me?*
- *What are the differences between how I live and how others live?*

### Objectives

Developing an awareness and understanding of the following:

Language/grammar concepts

- *Associations/Categories - things that go together, groups of like things*
- *Same/different*
- *Superlatives*
- *Pronouns*

Introduction/discussion of relevant vocabulary words

- *Respect*
- *Equity*
- *Fairness*
- *Diversity*
- *Different/Differences*

Concepts

- *Compassion*
- *Self-acceptance*
- *Empathy*



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## Academic Standards (WMELS)

### Social and Emotional Development

- *A.EL. 2 Understands and responds to others' emotions.*
- *B.EL. 1 Develops positive self-esteem.*
- *B.EL. 2 Demonstrates self-awareness.*
- *C.EL. 2 Engages in social interaction and plays with others.*

### Language Development and Communication

- *A.EL. 2 Listens and responds to communications with others.*
- *B. EL. 1 Uses gestures and movements (non-verbal) to communicate.*
- *B. EL. 2a Uses vocalizations and spoken language to communicate. Language Form (Syntax: rule system for combining words, phrases, and sentences, includes parts of speech, word order, and sentence structure)*
- *B. EL. 2b Uses vocalizations and spoken language to communicate. Language Content (Semantics: rule system for establishing meaning of words, individually and in combination) B. EL. 2c Uses vocalizations and spoken language to communicate. Language Function (Pragmatics: rules governing the use of language in context)*
- *C. EL. 3 Shows appreciation of books and understands how print works.*

### Approaches to Learning

- *A.EL. 1 Displays curiosity, risk-taking, and willingness to engage in new experiences.*
- *A.EL. 2 Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities.*
- *A.EL. 3 Exhibits persistence and flexibility.*
- *B. EL. 1 Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment.*
- *C. EL. 1 Experiences a variety of routines, practices, and languages.*
- *C. EL. 2 Learns within the context of his/her family and culture.*

## Learning for Justice Standards

### Identity

- *ID.K-2.1 I know and like who I am and can talk about my family and myself and name some of my group identities.*



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	<ul style="list-style-type: none"><li>• <i>ID.K-2.5 I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.</i></li></ul> <p>Diversity</p> <ul style="list-style-type: none"><li>• <i>DI.K-2.6 I like being around people who are like me and different from me, and I can be friendly to everyone.</i></li><li>• <i>DI.K-2.7 I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.</i></li><li>• <i>DI.K-2.8 I want to know about other people and how our lives and experiences are the same and different.</i></li><li>• <i>DI.K-2.10 I find it interesting that groups of people believe different things and live their daily lives in different ways.</i></li></ul> <p>Justice</p> <ul style="list-style-type: none"><li>• <i>JU.K-2.12 I know when people are treated unfairly.</i></li><li>• <i>JU.K-2.13 I know some true stories about how people have been treated badly because of their group identities, and I don't like it.</i></li></ul> <p>Action</p> <ul style="list-style-type: none"><li>• <i>AC.K-2.18 I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do.</i></li></ul>
Background Info	<p>Inclusion and equity/understanding of differences is an essential topic for present-day classrooms. Race and race relations are coming to the forefront of our national political discourse, and young children often are excluded from meaningful conversations related to race and equity due to a general lack of awareness of how to appropriately engage them on these challenging issues. A common shortcoming of PreK/K curricula is to emphasize "color blindness," which excludes the explicit teaching and acknowledgement of non-white cultural/racial groups and their experiences. Communication (S/L) lessons centering on language - same/different, like/not like, categories, associations, etc. - and on a broader array of cultural/racial groups and their experiences, can enlighten children not only about themselves and the groups they represent, but influence them to learn more about and extend themselves to others beyond their own cultural or racial groups.</p>
Materials Needed	<ul style="list-style-type: none"><li>• Culturally inclusive manipulatives (e.g., dolls of all colors/non-binary, play foods from many nations, clothing fabrics and patterns representative of different cultures) (Resources: <a href="#">Kente Cloth</a>, <a href="#">Clothe Batik</a>, <a href="#">Samoan Siapo Bark Cloth</a>; <a href="#">Amazing World of Real Food</a>; <a href="#">Cultural Relevancy in the Cafeteria</a>; <a href="#">Students and Hair: The Freedom to Choose</a>; <a href="#">What do Halloween Costumes Say?</a>)</li></ul>



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	<ul style="list-style-type: none"> <li>• Pictures, library books, manipulatives, and picture cards (storytelling) featuring the stories, images, and experiences of individuals of various cultures, gender identities, races, etc. (Resources: <a href="#">Evaluating Cultural Authenticity in Multicultural Picture Books: A Collaborative Analysis for Diversity Education</a>; <a href="#">Prioritizing Cultural Diversity in Children's Books</a>)</li> <li>• Category-grouping activities (e.g., foods, clothes, animals, etc.) - how can students relate these concepts to a broader cultural/racial picture?</li> <li>• Association activities - Manipulatives or pictures requiring the student to group and explain how/why things go together (or do not); include a conversation about how to change perspectives on these associations or create new associations that are more broadly inclusive</li> </ul>
<b>Activities</b> (What will students do?)	<ul style="list-style-type: none"> <li>• <a href="#">Seven Blind Mice</a> from the <a href="#">Kindness Curriculum</a> (perspective)</li> <li>• <a href="#">Hey, Little Ant</a> from the Kindness Curriculum (compassion)</li> <li>• <a href="#">Fish is Fish</a> from the Kindness Curriculum (self-acceptance)</li> <li>• Art Projects: Create art representing self - discuss self-identification/acceptance and understanding differences (skin, eyes, hair, family members, etc.; compare to peer work)</li> <li>• Culturally conscious cooking projects (particularly useful for Early Childhood classrooms)</li> <li>• Associations/categories magnets (put all foods with foods, clothes with clothes, etc.)</li> <li>• Narrative creation/story sequencing (picture cards, <i>retelling books read aloud</i>)</li> <li>• Turn-taking guessing games (i.e., Guess Who?) related to understanding and using appropriate language when describing/naming and asking about differences</li> </ul>
<b>Extension</b>	These concepts/this lesson could be extended into conversational exchange practices/get-to-know you games with peers during circle time, large-group activities, etc.
<b>Assessments</b>	Students could be assessed on their understanding of targeted concepts and vocabulary over multiple sessions at the beginning and end of the lesson (using basic pre- and post-testing comprehension questions)/dynamic assessment.
<b>Additional Resources</b>	<a href="#">Kindness Curriculum</a> <a href="#">Learning for Justice</a>
<b>Educator Notes</b> (Adaptations/Modifications)	<p>This lesson could be adapted to meet individual students' developmental capacities and physical abilities according to need and special education support provision.</p> <p>Typically-developing peers also could be involved to help model and encourage the retention and repetition of learned concepts.</p>



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Reflection	<ul style="list-style-type: none"><li>• <i>How do I feel about the lesson (success/room for improvement, future applications)?</i></li><li>• <i>How do my students feel about what they learned (review with students, assess)?</i></li><li>• <i>Did I achieve or impart the anticipated outcome for the lesson (review feedback/assess)?</i></li></ul>
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## INQUIRY FRAMEWORK:



### **MOTIVATION FOR DISCOVERY:**

Why did I select this lesson? Is there something I can add?

### **KEY INFORMATION:**

What did I learn? What did students learn?

### **PERSONAL IMPACT:**

How has this helped me, how can I apply it in my life?

### **COLLECTIVE CONTRIBUTION:**

How do I believe this will help others?