

# TALKING TO YOUNG KIDS ABOUT RACISM



A Resource Guide for Families of Pre-K through 2nd grade students at  
Community Partnership School

# INTRODUCTION

Dear families,

As adults around the country are mourning the death of George Floyd at the hands of a police officer, our children are looking to us for answers. What I can tell you is this, young children understand **fairness** on a developmental level. How many times have you heard a child say, “that’s not fair!” They also understand **consequences**. In the classroom, it might look like getting a time out for breaking a rule. So instead of using big words like “bias” and “systemic racism”, a child will understand when you tell them, “for years some people have been breaking rules and not getting a proper consequence.”

Children this age are curious about their own and other people’s cultures, and are observant about the world around them. What I heard from parents this week is that many of our young people are confused. They are trying to figure out why the adults in their home are sad, mad and distracted. They are confused about why people are smashing windows and vandalizing buildings in their neighborhood and on TV. They are also confused about the tension and distrust around police officers, who are included in our curricula as “community helpers” and for some students, are family members.

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# INTRODUCTION CONTINUED

So the question is not IF you should talk to your young child about racism, but HOW to address it in an age-appropriate manner.

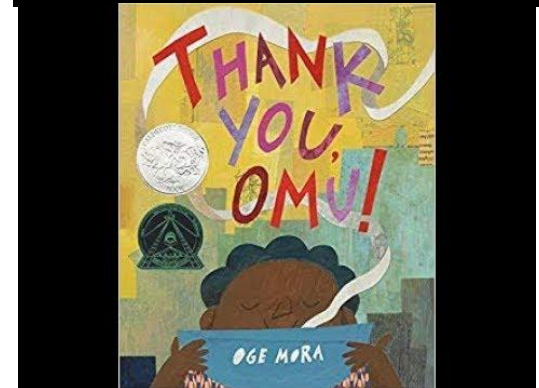
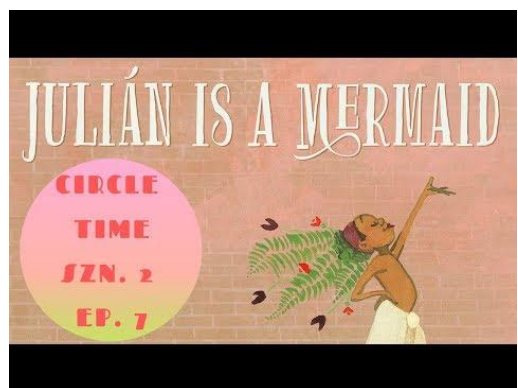
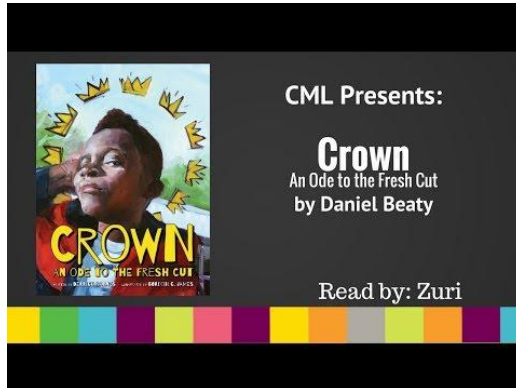
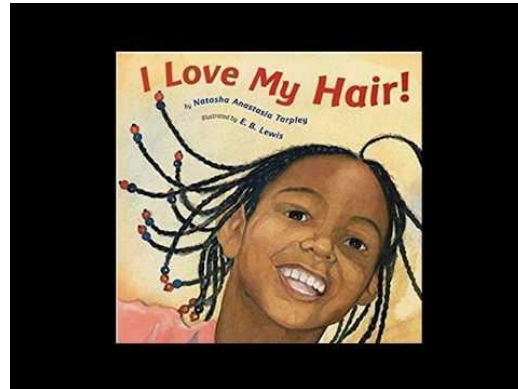
This is where our partnership becomes so vital. I believe racism and inequality *should* be talked about in schools. However, discussing things like killing, incarceration and assassination with young children I feel is more appropriate for families to decide as **you know your child best**.

This resource guide is broken up into several sections: self-identity and representation, a simplified story of what happened to George Floyd, racism, and lastly activism. I hope you find this guide helpful and that it gives you a sense of power and not defeat. I open myself to any feedback on how I could make it better.

In partnership,  
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Kindergarten Teacher  
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# POSITIVE SELF-IDENTITY AND REPRESENTATION

This choice board contains videos for kids to watch and discuss with their families. The videos are picture books (and a short film). Some books celebrate aspects of Black identities, and some are just positive books with Black characters.





## Social Story for George Floyd



People are angry and sad



in our cities and our country.

1



George Floyd was killed by a police officer.



Mr. Floyd was African American, the officer was white.

2



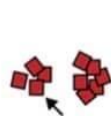
People are protesting because



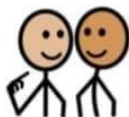
Mr. Floyd should not have died.



For many years,



some police officers have hurt African Americans.



Many police officers protect us.



This officer did not protect George Floyd.



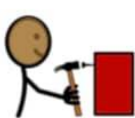
People need to be safe.



People need to be treated fairly.



People are protesting



to make things better. 5



They need African Americans

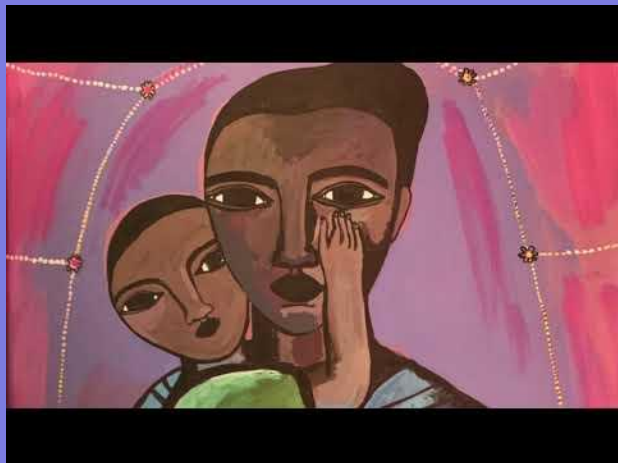


to feel safe and be treated fairly.

The End



# WHAT IS RACISM?





# WHAT CAN I DO ABOUT IT? LET'S TALK ABOUT ACTIVISM



# KIDS LIKE YOU CAN MAKE A DIFFERENCE!

## MORE RESOURCES

[Children's Books to Support Conversations on Race, Racism, and Resistance](#)

[Black Lives Matter Principles Coloring Book](#)

[How to talk to kids about racism with Dr. Beverly Daniel Tatum](#)