

Supporting Families Together Association



I am diverse
You are diverse
We are diverse
...let's talk about this!

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On Resiliency:

The Wisconsin Children's Mental Health Collective Impact Resiliency Workgroup Models their own resilience with sustained attention, persistence, & hope. Assist others in their resilience journey. Recognize and understand the similarities and differences between resilience and trauma-informed care...

- https://www.youtube.com/watch?v=aT1LUpDAB_I&t=220s
- 4:58 seconds

On Diversity:

If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place.

-Margaret Mead



<https://www.youtube.com/watch?v=DWynJkN5HbQ>

2:19 minutes

What do you think?

Is there a link between **RESILIENCE** and **DIVERSITY**?

Does the diversity of a system increase its resilience in coping and adapting to external pressures, stress factors or shocks?



...Is there a positive side of working in diverse groups?

NO PAIN NO GAIN!

- Think of the stress that results from working with people different from yourself like the pain that results from exercising
- “You have to push yourself to grow your muscles”. In the same way we have to push ourselves to embrace diversity in our lives and grow stronger in our advocacy for diversity in our children’s lives, fighting the ever-increasing tendency in our society to withdraw into ethnically, religious, and racially separated communities and schools.
- October 2014 issue of Scientific American by Katherine W. Phillips



“The cultural wealth of the world is its diversity in dialogue”

- The UNESCO Universal Declaration on Cultural Diversity was adopted unanimously in a most unusual context.
- It came in the wake of the events of 9/11/2001 and the UNESCO General Conference, which was meeting for its 31st session, was the first ministerial-level meeting to be held after those terrible events.

<file:///H:/Conference%202017%20Materials/Handouts/Universal%20Declaration%20of%20Cultural%20Diversity.pdf>

Sharing our thoughts...

1. How would you define race? What does it mean to you?
2. How many races do you think there are? What are they? How do you decide which race someone belongs to?
3. Look around the room or around your community. Who do you think is likely to be most similar to you, biologically or genetically? Why?
4. Where do your ideas about race come from? What are the sources of your information?

Just for fun!

Let's test our knowledge about human
diversity

POP QUIZ...

http://www.pbs.org/race/000_General/000_00-Home.htm

RACE the power of an illusion

- From discussing diversity and respecting cultural difference, to building a more resilient, just and equitable society
 - Ground Rules:
 1. Your voice is valuable
 2. The voice of others is also valuable
 3. Practice Active Listening

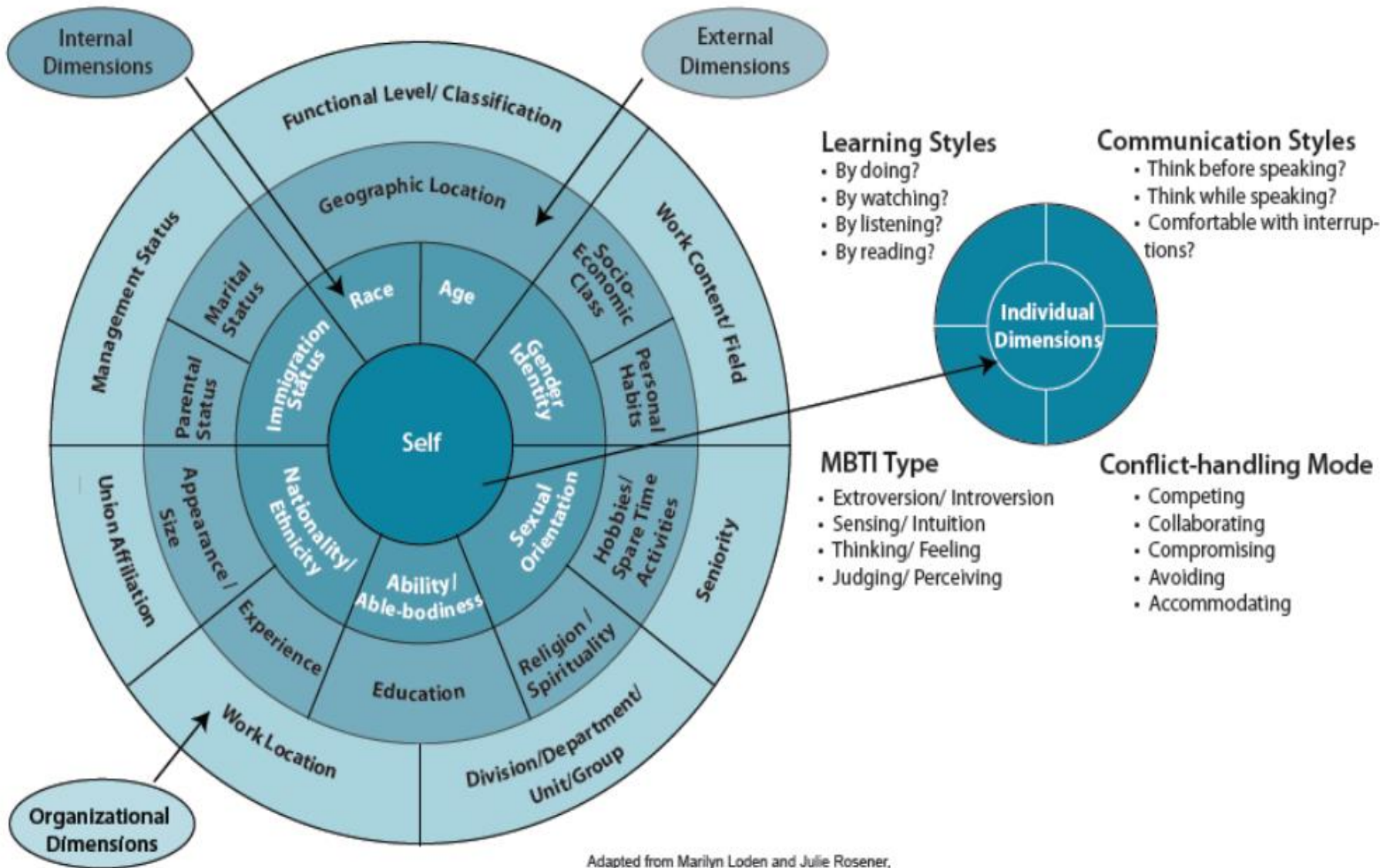
- RACE the Power of an Illusion: (1) The Difference Between Us - 5:13 minutes
<https://www.youtube.com/watch?v=Y8MS6zublaQ&nohtml5=False>
- RACE the Power of an Illusion: (2) The Story we Tell – 5:30 minutes
<https://www.youtube.com/watch?v=4UZS8Wb4S5k&nohtml5=False>
- RACE the Power of an Illusion: (3) The House we Live In – 6:04
https://www.youtube.com/watch?v=mW764dXEI_8&list=PLt6nX4f8WjdWgeomQQ3oLzVH5EoahlcQB&index=4&nohtml5=False
- RACE the Power of an Illusion: (4) the Rise and Fall of Jim Crow – 4:11
<https://www.youtube.com/watch?v=ChWXyeUTKg8&index=5&list=PLt6nX4f8WjdWgeomQQ3oLzVH5EoahlcQB&nohtml5=False>
- RACE the Power of and Illusion – 5 videos
<https://www.youtube.com/watch?v=Y8MS6zublaQ&list=PLt6nX4f8WjdWgeomQQ3oLzVH5EoahlcQB&nohtml5=False>

GROUP DISCUSSION

After viewing video clip:

- **Did the clip challenge any of your assumptions?**
- **Did anything in the clip surprise you? Why?**
- **Two weeks from now, what will you most remember from the clip and why?**
- **How is this film different from or similar to other films you've seen about race?**
- **Review the list "Ten things Everyone Should Know about Race"**
Questions, comments...

The Four Layers of Diversity



Adapted from Marilyn Loden and Julie Rosener, "Workforce America" (Business One Irwin, 1991).

How has diversity impacted your life?

**Has the diversity in your life increased
your capacity to cope?**

Has it made you more resilient?

Who said this?

“An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity.”

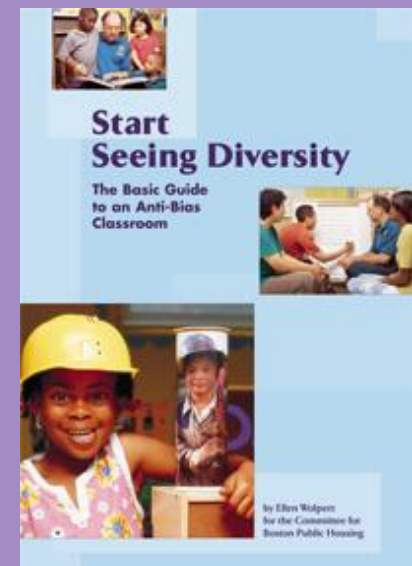
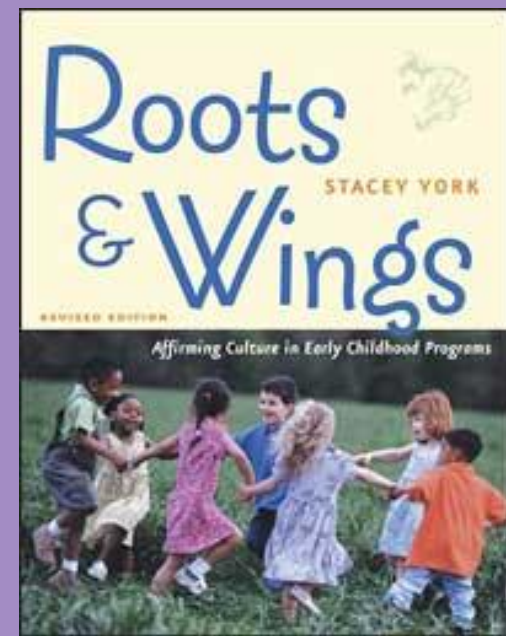
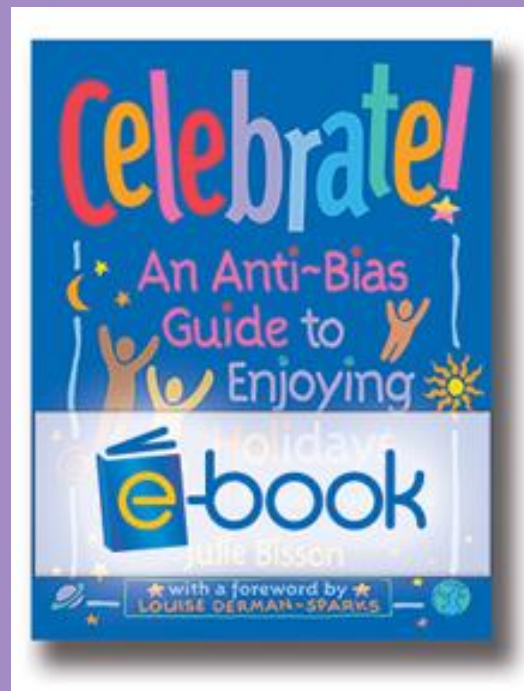
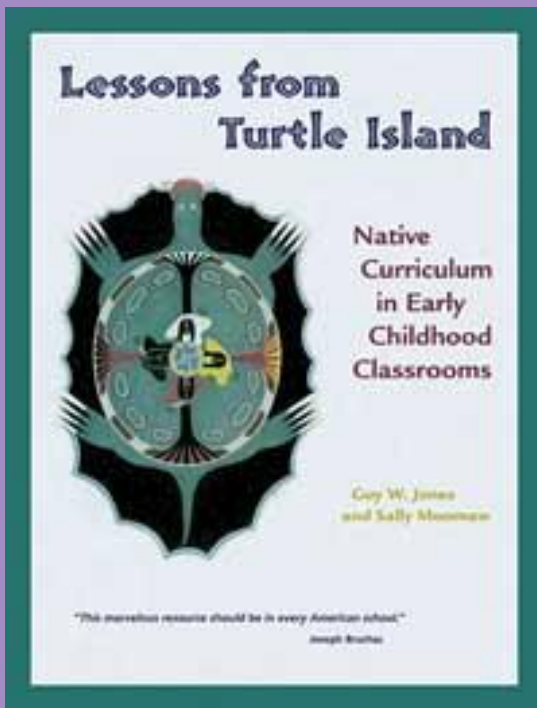
Martin Luther King, Jr.

How about race and culture in the
early childhood field?

Can we create a multicultural, anti-
bias approach?

Some Awesome Resources!

http://www.teachingforchange.org/wp-content/uploads/2012/08/ec_redefiningthenorm_english.pdf



<http://www.teachingforchange.org/anti-bias-education-articles>

Supporting Conversations about Race and culture in Early Childhood settings

Objectives of Module 3:

- To examine ways in which to plan supportive environments for children and families.
- To examine young children's identity development (e.g. social identity relative to race)
- To identify and discuss classroom strategies for addressing biases.

Four interacting factors affecting each child's racial identity journey:

1. The larger society in which they live
2. Their families and other significant people
3. Their individual life experiences
4. Their stage of cognitive development

Personal identity vs. Social identity

- **Personal identity** - name, age, place in family, talents, interests
- **Social identity** -significant group categorizations assigned to us by others (e.g. race, ethnic, culture, religious, etc.); often carries legally specified definitions, rights and limitations.

3 & 4 year old study of physical characteristics

(Derman-Sparks, 1989)

1. Awareness of variations and wonder where they fit in...
 - Skin color a frequent focus of interest
 - Sensitive to other children's attitudes toward their skin color; already becoming aware of societal bias toward dark skin

2. Want to know how they got their color, hair and eye characteristics
 - Hair and eyes frequently the subject of preschooler's comments
 - Sometimes will verbalize interesting theories of their own

3 & 4 year old study of physical characteristics... cont.

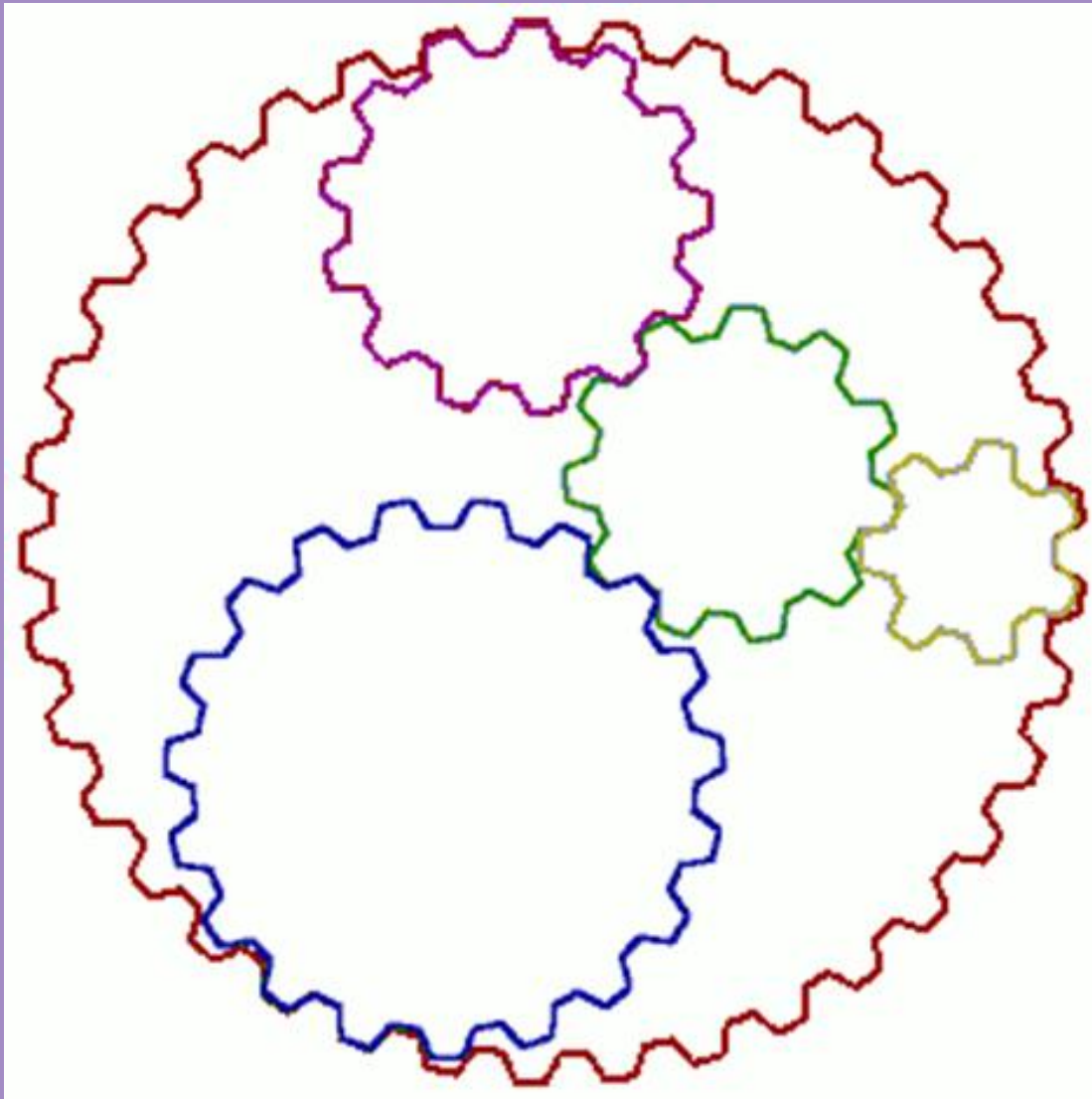
(Derman-Sparks, 1989)

3. Aware that getting older brings physical changes and they wonder if skin color, hair and eyes remain constant
 - Children of color, more often than white children, may verbalize not liking the color, texture, or shape of their skin, hair or eyes.

4. Get confused about racial group names and the actual color of their skin, and why two people of different skin tones are considered part of the same group
 - As their classification abilities expand, so too will understanding
 - Important to find out from parents the term they use and what and how they are teaching their child about her racial/ethnic identity at home

3 & 4 year old study of physical characteristics... cont.

(Derman-Sparks, 1989)



Thank you for
participating in this
Professional
Development moment

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