

Children and Anti-Racism

Toolkit

This Tool Kit provides resources for children and the adults who love them to deepen their understanding of historic and ongoing systems of oppression and ideas to assist them in the work of becoming anti-racist. We hope that it helps you in your efforts to raise children who will join in the struggle for justice and equity for all God's people.

Contents

Page 1	Anti-Racism and the Image of God: Creating Beloved Community with Children <i>Compass Points</i>
Page 5	Talking with Children about Racism: Conversation Starters <i>Quicksheet</i>
Page 8	Taking Action Against Injustice: Ideas for Families <i>Quicksheet</i>
Page 13	Using Children's Literature: Activities for Parents and Children Together <i>Quicksheet</i>
Page 17	Trailblazers: Untold Stories of Marginalized People <i>Quicksheet</i>
Page 21	Standing Against Hatred without Embracing It: White Flour <i>Quicksheet</i>
Page 25	Music, Bible Stories, and Prayer: Children and Anti-Racism <i>Quicksheet</i>
Page 29	Children and Anti-Racism: Resources for Christian Formation Leaders and Parents <i>Resource Roadmap</i>

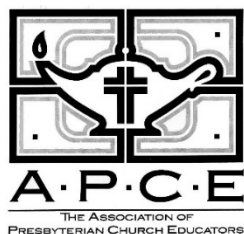
We acknowledge that the writers, editors, and project manager are white. All are followers of Jesus and as such acknowledge that their privilege calls them to the work of anti-racism. Our BIPOC siblings have told us over and over what is wrong, now we must listen to those voices long silenced and work to make right what we have allowed to persist.

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This resource was created in 2021 by the Association of Presbyterian Church Educators (APCE) in partnership with the Office of Christian Formation in the Presbyterian Mission Agency of the PC(USA).



Presbyterian Mission
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Formation**

Anti-Racism and the Image of God

Creating Beloved Community with Children

So God created humankind in his image, in the image of God he created them.
Genesis 1:27a, NRSV

This Compass Points resource offers support for engaging in anti-racism work with children. Included are the Biblical foundation for practicing anti-racism, wisdom from civil rights leaders, and a discussion of the present need for supporting children in anti-racism work today. Practical application resources for how to engage in anti-racism work with children are found in the collection of QuickSheets and in the Resource Roadmap which are part of this toolkit.

In approaching anti-racism work with children, there are a few points to acknowledge:

- **Prepare with Prayer-** When engaging in anti-racism work, it is important to begin with prayer, asking the Holy Spirit to guide the journey.
- **Allow for Differing Experiences-** Each child has had different experiences with racism, and each is at a different place in their anti-racism journey. While engaging in anti-racism work with children, it is important to meet each child where they are in their understanding of and experience with racism. Be patient.
- **Foster a Posture of Humility-** Children need to learn that a posture of humility is essential in anti-racism work, regardless of one's background. As Latasha Morrison writes in *Be the Bridge*, "If you're White, if you come from the majority culture, you'll need to bend low in a posture of humility. You may need to talk less and listen more, opening your heart to the voices of your non-White brothers and sisters. You'll need to open your mind and study the hard truths of history without trying to explain them away. You'll need to examine your own life and the lives of your ancestors so you can see whether you've participated in, perpetuated, or benefited from systems of racism." She goes on to say, "If you're Black, Latinx, Asian, Native American, or part of any other non-White group, you'll need to come with your own posture of humility, though it will look different from that of your White brothers and sisters."
- **Affirm that No Child is Too Young-** While anti-racism may seem like a topic with which children are not yet prepared to engage, it must be remembered that many non-White children have no choice but to engage in the topic of racism. They are living it. Adults can model this while working on their own anti-racism journey and while leading children through anti-racism work. It can be done in age-appropriate ways, but children of all ages need to learn how to address racism. All have been created with dignity and love in the image of God, and as followers of Jesus, all people of all ages are called to engage in the transformational work of anti-racism. It is central to our faith as Christians in loving God and loving our neighbors.

Biblical Foundation for Anti-Racism Work

“Teacher, which commandment in the law is the greatest?” He said to him, “You shall love the Lord your God with all your heart, and with all your soul, and with all your mind.’ This is the greatest and first commandment. And a second is like it: ‘You shall love your neighbor as yourself.’”
Matthew 22:36-39, NRSV

Our love for our neighbor must be without barriers (H. Thurman, *Jesus and the Disinherited*). There may be societal pressure to protect young children from challenging topics like racism, but to remain faithful to Christ’s call to love one’s neighbor, children need to learn what that call means in their lives today on a practical level.

Jesus, the Son of God who is with us, knows the suffering of Black people in the Civil Rights Movement just as he knows the suffering of those oppressed by racial injustice today. He knows their suffering because “he suffered on account of the liberating word of God and died on account of his liberating fellowship with those who were not free,” (J. Moltmann, *The Crucified God*.) In *The Souls of Black Folk*, W.E.B. DuBois identifies Jesus with Black laborers, the poor, the despised, and the mobbed and lynched. Jesus knows their suffering.

“If Jesus left all of his power and privilege to enter into our brokenness, we have a responsibility to enter into the brokenness of others” (M. Soerens & J. Yang, *Welcoming the Stranger*), and those working with children have the responsibility to engage them in working through what that means in their own lives in age-appropriate ways.

Learning from Civil Rights Leaders: Beloved Community

***If one member suffers, all suffer together with it;
if one member is honored, all rejoice together with it.***
I Corinthians 12:26, NRSV

Dr. King’s goal was to create a beloved community requiring “a qualitative change in [their] souls as well as a quantitative change in [their] lives,” (in J. Washington, *A Testament of Hope*). In fact, beloved community was considered to be at the very center of Dr. King’s theology and ethics, and it served as the moral vision of his movement (L. Sechrest, J. Ramírez-Johnson, & A. Young (eds), *Can “White” People Be Saved?*). In establishing beloved community, Dr. King envisioned the Kingdom of God about which Jesus taught (A. Salvatierra & P. Heltzel, *Faith-Rooted Organizing*).

In King’s article, “Nonviolence: The Only Road to Freedom,” he writes that there isn’t an easy way to transform the world into a place where there is justice for all:

But if such a world is created in our lifetime, it will be done in the United States by Negroes and white people of good will. It will be accomplished by persons who have the courage to put an end to suffering by willingly suffering themselves rather than inflict suffering upon others. It will be done by rejecting the racism, materialism and violence that has characterized Western civilization and especially by working toward a world of brotherhood, cooperation and peace.
(in Washington, *A Testament of Hope*)

For White U.S. Americans who live with privilege, power, and comfort, to make the decision to “willingly suffer themselves” is not an easy one. In fact, it is a risky decision, because “rejecting racism, materialism and violence” means rejecting a system which carefully balances some at the top of the system of power. In suffering with one’s neighbors, power is relinquished, but also, a vision of beloved community is revealed. Children with a foundational understanding of what it means to “suffer with” will be better prepared to live this out in their lives

as followers of Jesus and to be active participants in beloved community. While this may seem like work in which only adults should engage, children can and should be included in this in age-appropriate ways as well.

Children of today will soon be adults of tomorrow. They will be parents, teachers, faith leaders, voters, activists. As children learn what it means to be peacemakers by being introduced to anti-racism work, especially that done by leaders of the Civil Rights Movement, they will grow-up with a stronger understanding of and foundation for anti-racism work as adults.

Anti-Racism Work with Children Today

He has told you, O mortal, what is good; and what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God?

Micah 6:8, NRSV

Anti-Racism work with children is a journey, a challenging and yet crucial part of growing-up as faithful followers of Jesus. This anti-racism journey only ends when Jesus brings restoration and wholeness to all of creation, and as we follow him, there are some important steps to take. These steps are cyclical and may be revisited again and again.

- ❖ **Lament** - Lament is a crucial starting point in anti-racism work with children. Mark Charles writes of the need for the practice of lament:

*The spiritual practice of lament could counteract the human tendency towards self-elevation. Lament serves as a crucial expression of worship because it is truth telling before God. Lament recognizes that no matter what the circumstances, God is faithful, and God delivers. We can rely upon God to be faithful to his word. Without lament, human effort and human success emerge as the driving force in the activity of the church (M. Charles & S. -C Rah, *Unsettling Truths*).*

Lament can be difficult for the Church, just as “suffering with” is difficult, because it forces people to humbly submit before God. For a nation which values strength, power, and control, this is quite difficult, and for the Church which holds deep roots of colonialism, lament is not easy. However, lament is “an act of bold faith,” for it “insists that the world must be experienced as it really is and not in some pretended way,” (J. Swinton, *Raging with Compassion*). It requires people to see the truth of the suffering of our neighbors, and it calls on us to acknowledge our complacency in that suffering. Lament asks us to sit in the space of suffering, confess our sins, and be still.

- ❖ **Learn** - For the Church to pave the way for racial justice, it is important that children learn the truth about the presence of racism and those who suffer under its oppression. This step requires humility, because as truth-seekers, we must also be ones who recognize that the truth may even name us as oppressors. In this effort to learn, one must set-aside the desire to identify the problem and the solution. Instead, with humility, the voices of those suffering from racism must be amplified. Another way for children to learn about racism is to listen to leaders who are already doing anti-racism work. And as children are listening and learning, adults need to educate themselves as well as others in their faith communities and churches.
- ❖ **Take Action** - In order to be successful in anti-racism work, the Church must be committed to seeking justice. While teaching children about anti-racism, it must be acknowledged that because beloved children of God are suffering from racism, change must be made. “Change requires seeing the dangers to which one direction leads. Change comes from a willingness to see a need to go on another path,” (A. Barker, *Make Poverty Personal*). And once the Church makes the decision to go on this new path, the Church must commit to it, for this is the path of resistance to oppression, resistance to suffering, and resistance to unjust leadership. Hak Joon Lee writes that Dr. King “did not allow those who refused to publicly pledge their absolute commitment to nonviolence to participate in demonstrations he organized. Participation in

the training programs and nonviolent struggles transformed them from onlookers to actors, from victims to change agents,” (L. Sechrest, J. Ramirez-Johnson, & A. Young (eds), *Can “White” People Be Saved?*).

As Holocaust survivor, political activist, and Nobel laureate Elie Wiesel writes in *Night*, “In the face of evil, we must summon our capacity for good. In the face of hate, we must love. In the face of cruelty, we must live with empathy and compassion. We must never be bystanders to injustice or indifferent to suffering.” In the same way that God was with Dr. King and the Civil Rights Movement, God is with leaders today as they equip and empower the children in our communities in anti-racism work. It is important to understand that God is not just observing from a distance, but rather God is with them as a real presence (J. Swinton, *Raging with Compassion*). God is with us.

Additional Support for Engaging in Anti-Racism Work with Children

[“4 Spiritual Practices for the Journey Towards Anti-Racism”](#) by Lisa Nopachai and Kat Armas with the Fuller Youth Institute.

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Talking with Children about Racism

Conversation Starters

Many parents and adults working with children know the importance of talking to children about racism, but often don't know how to start. Our faith calls us to seek justice and kindness. One of the most prominent ways we can do that is by teaching our children to be anti-racist, not merely disliking racism, but actively standing against racist policies. Here are some helpful guidelines for talking with children about racism.

For Preschoolers

- **Learn:** Ensure that books, TV shows, and other media a preschooler consumes not only have diverse characters, but characters that don't fall into stereotypes, positive or negative. You can also proactively celebrate the differences in skin color, hair, and other characteristics and note how God creates everyone differently, and how beautiful our differences make the world. Many young children learn best with experimental learning. Consider reading stories, drawing pictures, and then asking questions. Some good content for preschoolers is:
 - [Bino and Fino](#) Video Series
 - *Antiracist Baby* by Ibrahm X. Kendi
 - *Our Skin* by Jessica Ralli and Megan Madison
- **Discuss:** If a child notes that a person has a different skin color than they do, don't shush them or act in a way that would make it seem like their observation is shameful. Instead, note that their observation is correct and take the opportunity to celebrate the difference and note that we are all humans made in the image of and loved by God.
 - I wonder what it would be like if our whole world celebrated differences like God does?
 - Could we find a way to celebrate differences each day?
 - Can you draw a picture of God's dream for of our world? Tell me about your picture.
- **Apply:** Talk about how wrong it is when people aren't being treated fairly. Use social stories to show examples of what happens when someone isn't being treated fairly and how it makes them feel. Ask children how they feel when they aren't being treated fairly. Some good social stories include:
 - *God's Dream* by Archbishop Desmond Tutu and Douglas Carlton Abrams
 - *Say Something* by Peter H. Reynolds
 - *What If Everybody Did That?* by Ellen Jevernick
 - *Rain Boy* by Dylan Glynn

For Ages 5-8

- **Learn:** As your child learns about community helpers such as teachers, police officers, and firefighters, talk to the child about how we are taught to trust community helpers. Emphasize that many community helpers make good choices, but sometimes some community helpers make bad choices. Remind your child that if they ever encounter a community helper making a bad choice, especially if they are badly mistreating someone who looks different from them, that they should tell you right away.
- **Discuss:** Talk to your kids about BIPOC (Black, Indigenous, People of Color) leaders they are learning about in school. Ask them to identify what the leaders were advocating for or fighting against. Ask them if they still think racism is happening. Talk about how racism can happen in overt and less overt ways. For example, you can talk about how schools that are in wealthier, less diverse areas tend to have newer playgrounds, buildings, and books. But schools in poorer, often more diverse areas do not have the same things.
 - I wonder if you've ever seen a situation where someone was being treated unfairly? I wonder how they felt? How did that make you feel?
 - What can you do if you see someone being made fun of because of their skin color or their ethnicity? Let's practice what you can say or how you get help from an adult.
 - Do you have friends that are different from you? How are they different? What new things have you learned from them? What do you have in common?
- **Apply:** Ask your children what they would do if they saw someone being made fun of because of the color of their skin or ethnicity. Talk about standing up to bullies and telling a grown-up if someone is being mistreated. Talk to them about being a good friend and checking in with someone who has been bullied, left out, or mistreated. Some good books on how to respond to bullying include:
 - *I Walk With Vanessa* by Kerascoët
 - *The Proudest Blue* by Ibtihaj Muhammad
 - *Those Shoes* by Maribeth Boelts

For Ages 9-12

- **Learn:** Ask your child how many BIPOC leaders they have learned about in school. Then ask them how many White leaders they have learned about. Ask them why they think this is. You can look at the Quicksheet Trailblazers: Untold History of Marginalized People to learn more or have your child explore on their own in areas of interest – science, sports, music, art, food, social justice.
- **Discuss:** Talk about what it means to be actively anti-racist instead of simply thinking racism is wrong. Share ways children can and should stand up to people, even people they love (such as family members) and tell your children why things they are saying and doing are wrong. Examples from [this article](#) highlight the difference between overt and covert racism.
 - Sometimes people we love say things that perpetuate racism. Have you ever heard someone say something that didn't sound right to you about a group's or individual's ethnicity? I wonder what we can do when we hear these things? I wonder how God would want us to respond?
 - What are some ways that we can become involved in standing up against racism?
- **Apply:** Begin to talk to your kids about systemic racism and how systemic racism differs from the overt racism. Talk about things like mass incarceration. Point out 1 in every 14 children have a family member in prison and that this number is much higher for people of color (source: [ChildTrends](#)). Remind them

that children in their class could have a family member in prison. Remind them that they can be a friend and offer a listening ear if they know of someone that might be impacted by having a loved one in prison.

Each child is unique and has a different capacity for understanding the complexities around this issue. These are meant to be starting points for age-appropriate conversations about racism and what a child can do to become anti-racist. For additional resources on age-appropriate conversations see also the Resource Roadmap in this toolkit.

In an effort to help children realize how they can become anti-racist, tangible action is a great way to take their learnings from conceptual to actionable. Having children join family-friendly protests, call or write to their elected officials, or collect signatures for a petition can be effective ways to do this. When children are taught to take action, they will be less likely to be bystanders. For additional suggestions see the other Quicksheets in this toolkit including Taking Action Against Injustice: Ideas for Families.

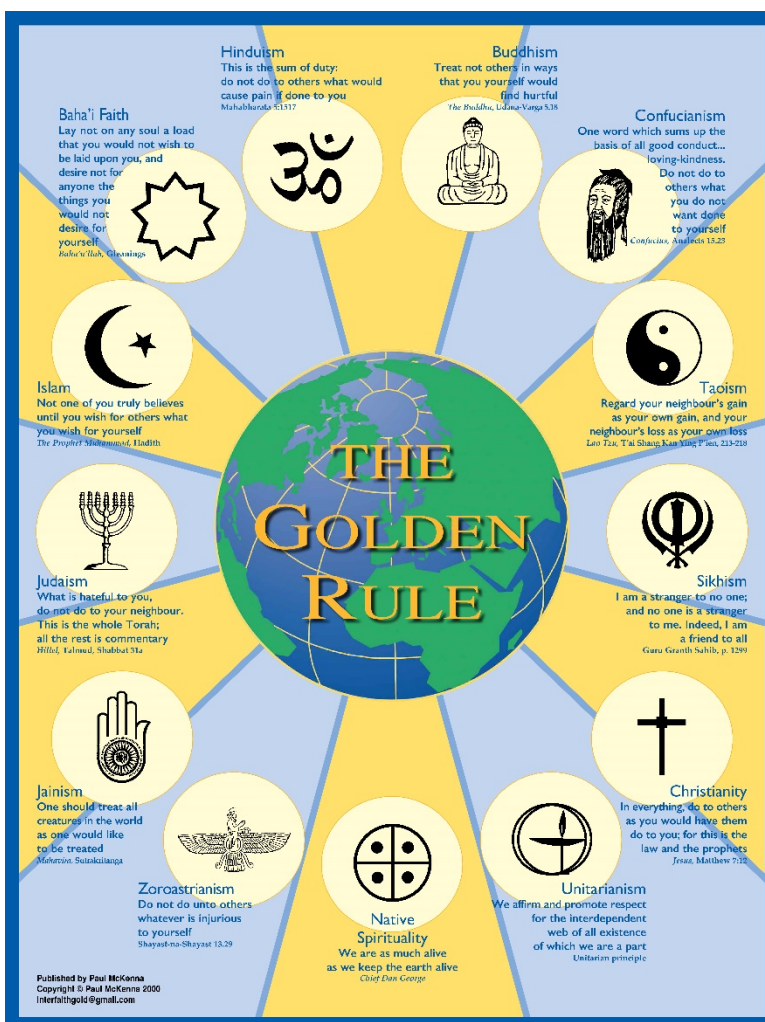
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Taking Action Against Injustice

Ideas for Families

Love your neighbor as yourself...In everything, do to others as you would have them do to you...Regard your neighbor's gain as your own gain and your neighbor's loss as your own loss...Wish for others what you wish for yourself...I am a stranger to no one, and no one is a stranger to me. Indeed, I am a friend to all....



[Full Poster Link](#)

*The message is the same though the words we speak may differ.
The message is the same, Take a walk in others' shoes,
See yourself in other faces, just imagine trading places,
The GOLDEN RULE's the same the whole world through.
Children's song by Thomas Heck*

How does your family know the sacred Golden Rule? Is it posted somewhere in your home? Do your children know it by heart, maybe through song or chant? As the common code of morality across all major religions and cultures, it should be the building block for all our actions and interactions. It is the building block for empathy and understanding that leads to peace in the home and the world. (Learn some Golden Rule songs/ chants [here.](#))

The negative form of the rule seems much easier to manage: “Don’t do things to others that you would not want done to you” as in “Don’t hit your sister. You wouldn’t want her to hit you!” But as followers of Christ, we are called to live out the positive form of the Golden Rule and TAKE ACTION. When we see our brothers and sisters, our siblings, suffering pain and injustice, we are called to step in with LOVE...to DO for them what we would want them to DO for us.

As we re-awaken or awaken to the realities of systemic racism and injustice in our own society, the to-do list can seem overwhelming! Here are some simple and impactful places for your family to start.

- 1. Start With Yourself, Your Family, and the Mantra, Peace Begins With Me.** Or as Zen master/peacemaker Thich Nhat Hanh expands, “Let peace begin with me, let me begin with peace.” (Perfect phrases for inhale /exhale circle breaths or a breath prayer). In our stressful day to day lives, it is crucial for us to teach our children to SLOW down and find peace so that they can fuel up to be peacemakers. For us to spread outer peace, we must first feel the inner peace that God offers us with each new day and each new breath. Another simple way to practice feeling and sharing this peace is through a guided loving-kindness meditation together. After all, God calls us to love ourselves just as much as we love our neighbors. The Golden Rule goes BOTH ways! Find a meditation that can become your family favorite from [this list](#).

“And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.” Philippians 4:7, NIV

- 2 Focus On the FAMILY of God.** We are ALL part of this family because we are all wonderfully made. We are all precious children of God, absolutely no exceptions. And how WONDERFUL that God’s family is so beautifully diverse and includes people of all skin colors and nationalities, people who speak different languages, people with learning differences and other invisible differences like autism, people of all body shapes and sizes, people with varying degrees of physical abilities, people who are non-cisgendered, people with tattoos, blue hair, purple hair, dreadlocks, no hair! Each one a precious child of God. “*If anybody asks you who I am, who I am who I am, If anybody asks you who I am, tell them I’m a child of God!*” (Children’s song, composer unknown.) Make sure your children are hearing this, singing this every day so that it seeps deep into their beings. (See [Song Playlist](#)) When we see one another as brother, sister, sibling, partner, parent, auntie, son, we begin to see each other through the lens of God’s love, all related and interconnected here in God’s “Beloved Community”. This is the Kin-dom of God.

But the end is reconciliation; the end is redemption; the end is the creation of the beloved community. It is this type of spirit and this type of love that can transform opposers into friends. The type of love that I stress here is not eros, a sort of esthetic or romantic love; not philia, a sort of reciprocal love between personal friends; but it is agape which is understanding goodwill for all men. It is an overflowing love which seeks nothing in return. It is the love of God working in the lives of men. This is the love that may well be the salvation of our civilization.

(M. King, Jr., “The Role of the Church in Facing the Nation's Chief Moral Dilemma”)

- 3. Tell Stories of Upstanders** to inspire and guide your children to do the right thing even when no one else is doing it. Invite them to start their own Upstanders kids club in your community. Start with the great storyteller himself, Jesus! After all, he modeled revolutionary love by standing up for the marginalized, for women, the poor, the neglected and dejected. And when asked, “But who is my neighbor?”, Jesus told

the story of the Good Samaritan, the one passerby who refused to be just a bystander. The true neighbor was the one who saw no stranger and took action to help as he would want to be helped.

There are countless stories of upstanders throughout history – Quakers who risked their lives to hide enslaved people escaping on the Underground Railroad, Harriet Tubman herself who dedicated her life to helping more enslaved people escape to freedom, pastors and parishioners of all backgrounds who have marched and boycotted for civil rights for ALL people in our nation, brave neighbors who helped Jews to escape the Holocaust. And you don't have to look far to find famous young people who stand up for the rights of others today (*ahem*...Malala Yousafzai, Greta Thunberg, Emma Gonzalez). As we learn about Upstanders, we recognize that you don't have to *look* or *be* just like someone else to become an ally and advocate for them.

Which of these three, do you think, was a neighbor to the man who fell into the hands of the robbers?" He said, "The one who showed him mercy." Jesus said to him, "Go and do likewise." Luke 10:36-37, NRSV

4. **Tap Into the Tools of Antiracism Your Children Already Have! Curiosity, Conversation, Care, Compassion, and the Urge to Connect.** Make your home and family a safe space, a sanctuary, where people can be exactly who they are and share whatever is on their minds or in their hearts. Name it and claim it as such with an actual label or sign, like a magnet on the fridge or a yard sign.

Let them wonder aloud and ask questions that start meaningful conversations. When we shush children, we pass on our own discomfort and anxieties, teaching them that talking about differences is off-limits. Instead, encourage the curiosity framed in kindness and respect. Guide them to places of color kindness, NOT color blindness. Our brains notice differences. Our brains categorize and compare. This is an important evolutionary fact. ("Mommy, that man is missing an arm?...Why is that lady's skin so much darker than mine? ...Why is that man talking funny?). Skin color and other differences are an important part of our stories, but they are not our whole story. Each difference might add a special sense of pride, of persistence, of challenge, but they do not sum us up.

Our brains are naturally biased, and that is okay. What is NOT okay is to let that bias change the way we treat someone and turn into prejudice and discrimination. Children's sense of fairness is STRONG, so they will know when a bias becomes harmful. Let them call it out and respond with their innate care and compassion. Let them connect with others by finding commonalities. As we label and celebrate commonalities and differences, we recognize the beauty of God's diverse and wonderful Kin-dom!

We notice; we don't judge. As Daniel Tiger sings, "In some ways we are different, but in so many ways, we are the same!"

- [Color Kindness Playlist](#) with read-alouds and Daniel Tiger song
- [They're Not Too Young to Talk about Race](#) Infographic from Children's Community School
- *Skin Again* by bell hooks
- *Let's Talk about Race* by Julius Lester
- *Same, Same But Different* by Jenny Sue Kostecki-Shaw
- *The Skin You Live In* by Michael Tyler

Let the little children come to me, and do not stop them; for it is to such as these that the kingdom of heaven belongs. Matthew 19:14, NRSV

5. **Give Children Windows and Mirrors.** Resources that serve as windows help children see through to the lives of people who are different, offering insights and building empathy. Resources that serve as mirrors give children a chance to see someone reflecting their own image, so that they



Leesa Renée Hall

can feel recognized and affirmed as their sense of self is developing. Windows and mirrors can include: characters in books and shows, authors and artists, posters, role models, images, dolls, toys, art supplies, and even band-aids. All of these resources are an indication of what you as the parent value.

Reflect on what images your children are currently exposed to...what do they communicate to your children about what is important and normal to you? What is missing? If we are not intentional about this, we will remain seeped in the dominant culture of White patriarchy which consistently lifts up the traits of that culture. (see illustration by Lisa Renee Hall.) Nothing is wrong with any of these traits, but real people in real life encompass so many more complexities. Windows and mirrors will help us to embrace these other traits, and the people that go with them. Start your own [diversity library](#), and share it with the community. ([Here](#) are ideas and examples.) Conduct a windows and mirrors supply drive for a neighborhood school. ([Here](#) is a sample list of books and supplies.)

*For now we see in a mirror dimly, but then face to face.
Now I know in part; then I shall know fully, even as I have been fully known.
1 Corinthians 13:12, ESV*

6. **Host a “Peacemaker Playdate”.** Invite a variety of friends from the community, read one of the diversity books you have collected (see lists from #4 & #5 for examples), sing one of the “Golden Rule” songs, do the “Child of God” hand-clap rhyme, share a “Kind” Bar snack, learn about another culture’s special holiday or tradition. And do some good deed or small act of kindness together for the community.

Take a Peacemaker Pledge. Say together “I am smart. I am loved. I am enough. I am a peacemaker”. Or create your own pledge. One fun way to do this is to have children follow the statements in chalk along a sidewalk path and end with a banner where the children add their handprints in different rainbow colors as their signature of commitment.

Blessed are the peacemakers, for they will be called children of God. Matthew 5:9, NRSV

7. **Teach the Difference Between Charity and Equity.** Charity is not a substitute for justice. When we see a family experiencing hunger, it is good to guide them to a food bank, but we should also work towards living wages and affordable housing. When we fundraise to provide an inner-city school with the computers they need, we should also work to change the system so that their leaders have just as much funding for resources as richer suburban schools do. When we open charity clinics for people who lack access to healthcare, we should also work to change a system that denies them healthcare. For Christians, charity is a necessary act of love for people in immediate need, but it is just a band-aid. We must always also work for equity and justice as a long-term solution. Jesus came to proclaim the Great Reversal – a total transformation of systems that would put the last first, and the first last, that would make the rich poor and the poor rich. If we are only doing charity, we are not bringing about God’s Kin-dom, the Kin-dom that Mary sang about in the Magnificat (Luke 1:46-55). And our children will recognize the difference.

*He has scattered the proud in the thoughts of their hearts.
He has brought down the powerful from their thrones and lifted up the lowly;
he has filled the hungry with good things and sent the rich away empty. Luke 1:52-53, NRSV*

8. **Expand Your Circles and Your Horizons.** Try some antiracist family field trips to learn about history and other cultures – festivals, plays, music, dance, museums, exhibits, historical sites, statues, and monuments. Reflect on your own circles. If there is not much diversity, you have to do the work, and it might involve a few changes. How can you be more invitational and inclusive with your current activities and circles? Can you try some new clubs and activities? Learn a new language? Go to some new and different places? Make some new contacts and friends? As your circle expands, so will your horizons, (and vice versa and your heart and mind, too).

*Draw the circle wide, draw it wider still. Let this be our song, no one stands alone!
Standing side by side, draw the circle wide. (G. Light, "Draw the Circle Wide")*

9. **Think Outside Yourself in Family Prayer.** Take time to pray together using one of the following prayers or songs, or write a similar prayer together. To see and hear the Finger Prayer and song melodies, listen [here](#).

- Parting blessing song (unknown)
*Go in peace, go in love, go with blessings from above.
Help a friend, say a prayer for God's children everywhere.
Amen, Amen, Amen, Amen.*
- Table blessing song (John Bell)
*God Bless to Us Our Bread,
And give bread to all those who are hungry,
and hunger for justice to those who are fed.
God, bless to us our bread.*
- Finger prayer (Lowry Manders)
*This is my little finger prayer, I take it with me everywhere.
First, pray for someone close to me,
Then someone far that I can't see,
Next pray for leaders one and all,
Then someone weak, or sick, or small.
Last, pray for me, a little one,
Then say, "Amen", and I am done.
This was my little finger prayer, I take it with me everywhere*

10. **Ask Yourself, "What Is Mine to Do?"** Today? For this person? At my job? At my school? In my neighborhood? With this gift? With this problem? With this passion? As you take action, it is important to remember and remind your children, we can't all do *everything*, but we can all do *something*.

*Christ has no body now but yours. No hands, no feet on earth but yours.
Yours are the eyes through which he looks compassion on this world.
Yours are the feet with which he walks to do good.
Yours are the hands through which he blesses all the world.
Yours are the hands, yours are the feet, yours are the eyes, you are his body.
Christ has no body now on earth but yours.
(Attributed to Teresa of Ávila)*

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Using Children's Literature

Activities for Parents and Children Together

Too often we see the brokenness and hurt that is in the world in which we live. Sometimes it can be difficult to discuss certain topics with children. However, there are many children's books that can help spark a conversation with children about difficult topics such as racism. Children see and hear terrible things all around them: at school, on television, on the radio, and even just while walking around the neighborhood. Below are a few activities you can do together, as a family, to help have a conversation with your children about being anti-racist.

Reading Together

Tips for Reading with Children

Take your time when reading. Stop at different points of the book to talk about what is happening. Ask questions about the characters and think about what might happen. Check in with how the story is making your child feel. Pay attention to body language; stories with difficult topics might make children feel uncomfortable. Try to make the story relatable to the world around them.

Questions to Discuss When Reading Children's Books

- What is this story about?
- Have you ever been in the same situation as the characters?
- How does this story make you feel?
- Who are the helpers in this story?
- How can you be like the helpers?
- Why do you think this book was written?

A suggested book to read is *For Beautiful Black Boys Who Believe in a Better World* by Michael W. Waters and Keisha Morris. Then use the discussion guide found in the book prepared by [the Muhammad Ali Center](#) to foster conversation.

Racial Justice Signs

Make signs to show you support a person or a movement. Together, your family can make signs to show your support (Black Lives Matter, Stop Asian Hate, LGBTQIA+ Equality). You can then put the signs in a window in your home, or car, or in your yard.

Materials

- Paper or poster board
- Markers, pens, crayons, etc.
- Stencils (optional)
- Tape (optional)
- Stick for yard sign (optional)

Steps

1. Trace or write *Black Lives Matter* (for example) on the paper or poster board freehand or using stencils.
2. Use markers or crayons to make the letters bold.
3. Place the sign in window using tape or attach to a stick for yard sign.

Questions To Discuss

- Have you ever heard or seen anything that was confusing or frightening?
- How did those things make you feel?
- How can you show compassion to others?
- What are some ways we can stand up for others?
- When was a time you took a stand for yourself? For someone else?
- What are ways you can begin to change the world even now?
- Who are some people who have fought against racism in history? In our times?
- What or who is an activist?
- What does it mean to be an activist?

At-Home Vigil

Many times, after a tragic event, churches and other organizations might hold a vigil. A vigil is a non-violent way to demonstrate, protest, and bring awareness to a cause in hopes of bringing about change. Here is a brief vigil you can do at home with your family.

Materials

- Candle and matches or lighter
- Bible
- Prayer Book, paper/pen to write a prayer
- Hymnbook (optional)

Keeping Vigil

1. Find a quiet place in your home, free of distractions like TV, cell phones, etc.
2. Light the candle.
3. Say a prayer.

Write your own, or use this one from *A Booklet of Uncommon Prayer: Collects for the #BlackLivesMatter Movement - and Beyond* by Kenji Kuramitsu.

Healer God, whose church predates the doctrines of white supremacy by more than a thousand years, empower us with words and wisdom to confront all racial divisions sown by colonizers and cultural elites. Teach us alongside all your saints to remember our people, all people, in our bones, to stitch their hymns and heritage into our hearts. Help us each to reconnect with the cultural heritage that birthed us instead of the violent racial categories into which we have been forced. Amen.

4. Speak the names of those who've been killed or are missing in your community or in the world.
5. Read a passage of scripture.
 - Psalm 23
 - Isaiah 43:1-2, 4
 - Micah 6:6-8
 - Matthew 6:9-13 (the Lord's Prayer)
6. Observe a moment of silence.
7. Join together in a closing prayer. Write your own prayer or use "A Prayer for Justice" (inspired by a prayer attributed to St. Francis, found in *A Booklet of Uncommon Prayer: Collects for the #BlackLivesMatter Movement - and Beyond* by Kenji Kuramitsu.)

*God, make us instruments of your justice.
Where there is a false and untenable peace,
let us sow dissent;
where there is injustice, fury;
where there is oppression, hope;
where there is a false fluorescence, profound darkness;
where there is social depression, life;
where there is crime and poverty,
a sustainable economic infrastructure.*

*Grant that we may not so much seek to be uplifted as to uplift;
to be seen as to see others.
For it is in protesting the sin of the system
that we can more fully acknowledge our own sin;
it is in demanding justice of the powerful
that we live out God's demands for us;
and it is in rejecting the American dream
that we are born into God's dream.
Amen.*

Resources For Talking to Your Children About Racism

- [“Anti-Racism for Kids: An Age-by-Age Guide to Fighting Hate”](#), Katie Arnold-Ratliff.
- [“New York Times book list to help talk to children about race and racism”](#), Jessica Grose.
- [“How to Use Children’s Books to Talk about Race and Racism”](#) from PBS
- See Children and Anti-Racism Resource Roadmap for more Resources

Books for Additional Conversation

Pre- and Early Readers

- *My Voice Is a Trumpet*, Jimmie Allen and Cathy Ann Johnson
- *Knock Knock: My Dad's Dream for Me*, Daniel Beaty and Bryan Collier
- *I Am Enough*, Grace Byers and Keturah A. Bobo
- [God's Big Plan](#), Elizabeth Caldwell, Theodore Hiebert, and Katie Yamaski
- *Am I a Color Too?*, Heidi Cole, Nancy Vogl, and Gerald Purnell
- *Honeysmoke: A Story of Finding Your Color*, Monique Fields and Yesenia Moises
- [Three Lines in a Circle: The Exciting Life of the Peace Symbol](#), Michael G. Long and Vélez Carlos
- [Who Is My Neighbor?](#) Amy-Jill Levine, Sandy Eisenberg Sasso, and Denise Turu
- *Where Are You From?* Yamile Saied Méndez and Jaime Kim
- *A Boy Like You*, Frank Murphy and Kayla Harren
- *A Friend Like You*, Frank Murphy, Charnaie Gordon, and Kayla Harren
- [Brian the Brave](#), Paul Stewart and Jane Porter
- [Liberty's Civil Rights Road Trip](#), Michael W. Waters and Nicole Tadgell

Intermediate Readers

- *Lift Ev'ry Voice and Sing*, James Weldon Johnson and Jan Spivey Gilchrist
- *Under My Hijab*, Hena Khan and Aaliya Jaleel
- [Walking toward Peace: The True Story of a Brave Woman Called Peace Pilgrim](#), Kathleen Krull and Annie Bowler
- *My Name Is Bilal*, Asma Mobin-Uddin and Barbara Kiwak

- *Desmond and the Very Mean Word*, Desmond Tutu, Douglas Carlton Abrams and A.G. Ford
- [*For Beautiful Black Boys Who Believe in a Better World*](#), Michael W. Waters and Keisha Morris
- *Race Cars*, Jenny Devenny and Charnaie Gordon

Advanced Readers

- *Holy Troublemakers & Unconventional Saints*, Daneen Akers
- *Through My Eyes*, Ruby Bridges
- [*A Booklet of Uncommon Prayer: Collects for the #BlackLivesMatter Movement - and Beyond*](#), Kenji Kuramitsu
- *Stamped (for Kids): Racism, Antiracism, and You*, Jason Reynolds, Ibram X. Kendi, Sonja Cherry-Paul and Rachelle Baker

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APCE: www.apcenet.org



Trailblazers

Untold Stories of Marginalized People

He has told you, O mortal, what is good; and what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God? Micah 6:8, NRSV

The prophet Micah tells us what God requires. As followers of Jesus we are to treat everyone fairly, always be kind, and never think that we are better than anyone else. But too often Black, Indigenous, Asian and Pacific Islander, and Hispanic/Latinx Americans (BIPOC) are not treated this way.

At school and in other settings, children are learning about how BIPOC people have been treated unjustly and about some of the leaders and other trailblazers who have worked to right this wrong. Most of us know the stories of Martin Luther King, Jr., Ruby Bridges, and Rosa Parks. Here you are invited to discover the stories of other BIPOC people who have bravely fought their way into careers that had previously been closed to them and/or worked for justice and equity for their own people and others. All these trailblazers have impacted the world in significant ways.

This resource is in two sections; the first is for all children. The subject matter is appropriate for all and we often cite materials for pre-, early, and more advanced readers. The second is for intermediate readers because the subject matter is more advanced and the resources recommended are more complex.

Reading And Reflecting

Then God said, "Let us make humankind in our image, according to our likeness;" ...God saw everything that he had made, and indeed, it was very good. Genesis 1:26a and 31a, NRSV

"The Spirit of the Lord is upon me, because he has anointed me to bring good news to the poor. He has sent me to proclaim release to the captives and recovery of sight to the blind, to let the oppressed go free...." Luke 4: 18, NRSV

As you read and reflect do so through the lens of our faith.

Whether you are encountering these leaders and trailblazers in a family read-aloud or children are reading to themselves while the adults do some research of their own, take time to reflect together on the following questions.

I wonder...

- how you feel about what _____ experienced?
- how you feel about what _____ accomplished?
- if you know someone who is as brave as _____?
- how you feel about the people who made it hard for _____?
- how you feel about the people who helped _____?
- what you would have done in _____ shoes?

- if you think you have the courage to speak up for or help someone who is being treated unfairly?
- if you can remember a time when Jesus helped someone? Or told a story about someone who needed help?
- if you can imagine yourself doing what Jesus did? Or what the person in Jesus' story did?

For Pre-Readers, Early Readers, And Intermediate Readers

1. **Cesar Chavez** was a civil rights activist who co-founded the National Farm Workers Association. He led nonviolent protests and helped laborers register to vote. While they never were able to meet in person, Dr. Martin Luther King, Jr. penned a letter to Chavez, applauding his nonviolent civil rights efforts. You can read more about Cesar Chavez in *A Picture Book of Cesar Chavez* by David A. Adler and Michael S. Adler.
2. **Delores Huerta** was the other co-founder of the National Farm Workers Association but has not received the same recognition as Chavez. She is the originator of the phrase, "Sí, se puede", the famous chant of this movement meaning, "Yes, we can". She continues her activism at 91 years old. Read more about her story in *Delores Huerta – A Hero to Migrant Workers* by Sarah Warren.
3. **Jackie Robinson and Branch Rickey** became lifelong friends. In 1947, Jackie Robinson became the first Black baseball player in the National League of Professional Baseball Clubs when he was signed by Branch Rickey, General Manager of the Brooklyn Dodgers. Robinson is considered one of the greatest baseball players of all time, and their story shows why it is important for those with privilege to do the right thing like Branch Rickey did, even if it's unpopular at the time. You can read more about the story in these books:
 - For Pre- & Early Readers:
I am Jackie Robinson (Ordinary People Change the World) by Brad Meltzer
 - For Intermediate Readers:
Trailblazers: Jackie Robinson - Breaking Barriers in Baseball by Kurtis Scaletta
4. **Wong Ark Kim** is known for the 1898 landmark Supreme Court Case *The US v. Wong Ark Kim* which granted him and other US born children of Chinese immigrants citizenship. This case widened the protections of the Citizenship Clause of the 14th Amendment, which granted citizenship to all people born in the US (not just White people). You can read more of the story in *I am an American: The Wong Kim Ark Story* by Martha Brockenbrough, Grace Lin, and Juia Kuo.
5. **John Lewis** was an American statesman and civil rights activist who served in the United States House of Representatives and was one of the leaders who organized the 1963 March on Washington. In 1965, Lewis led the first of three Selma-to-Montgomery marches and fought for voting rights throughout the years. You can read more about John Lewis in these books:
 - For Pre- & Early Readers:
Preaching to the Chickens: The Story of Young John Lewis by Jabari Asim
 - For Intermediate Readers:
March: Book One by John Lewis, Andrew Aydin, and Nate Powell
(Also available - *March: Book Two* and *March: Book Three*)
6. **Rita Moreno** became the first Latina "E.G.O.T." (Emmy, Grammy, Oscar and Tony) awardee. Born in Puerto Rico in 1931, her career has spanned over 70 years and she continues to act today! Read more about her story in *A Girl Named Rosita: The Story of Rita Moreno: Actor, Singer, Dancer, Trailblazer!* by Anika Aldamuy Denise and Leo Espinosa.

7. **Maya Lin** was a 21 year-old student at Yale when her design was selected for the Vietnam War Memorial. She has gone on to design several more historical memorials. You can learn more about her in *Maya Lin: Artist-Architect of Light and Lines* by Jeanne Walker Harvey.
8. **Čhąŋ Óhaŋ** (better known as Crazy Horse) was a Lakota leader who stood against US efforts to take away Lakota land. His legacy is being memorialized near Six Grandfathers (commonly known as Mount Rushmore), a sacred mountain stolen from the Lakota tribe. You can learn more in *Crazy Horse's Vision* by Joseph Bruchac.
9. **Roberto Clemente** was the first Latinx baseball player to be inducted into the National Baseball Hall of Fame. He was a known humanitarian who died in a plane crash while enroute to Nicaragua to deliver emergency supplies to victims of an earthquake. Read more about his life in *Roberto Clemente: Pride of the Pittsburgh Pirates* by Jonah Winter.
10. **Sonia Sotomayor** is America's first Latinx and Woman of Color US Supreme Court Justice. She was nominated by President Barack Obama in 2009. She also wrote a book for kids, *Just Ask: Be Different, Be Brave, Be You* by Sonia Sotomayor and Rafael Lopez. To learn more about her check out *Sonia Sotomayor: A Judge Grows in the Bronx/La juez que creció en el Bronx* by John Winter.
11. **Sylvia Mendez** was instrumental in ending school segregation. Her parents sued when she was not permitted to enroll in public school in Westminster, California. Her case was brought to Federal Court in 1947 where segregation was determined to be unconstitutional. *Separate is Never Equal: Sylvia Mendez & Her Family's Fight for Desegregation* by Duncan Tonatiuh tells the story of her fight for an equal education.
12. **Wilma Rudolph** was a Black woman who overcame childhood polio to become an Olympic champion. She was the first US woman to win three gold medals in track and field. Read *Wilma Rudolph (Little People, Big Dreams 27)* by Maria Isabel Sánchez Vegara.
13. **Victor Hugo Green** created the Green Book. Until fairly, recently many hotels, restaurants and other businesses would not serve Black Americans. In some places laws required that Black people leave town by sundown. Mr. Green opened the road to Black travelers when he began publishing a set of guides called Green Books to help them know where they could safely go. Discover more in *Opening the Road: Victor Hugo Green and His Green Book* by Keila V. Dawson.

For Intermediate Readers

1. **Queen Lili'uokalani** was the last monarch of Hawaii. Despite her many acts of resistance, a group of missionaries, US businessmen, and US government officials enacted the Bayonet Constitution, which seized power from Native Hawaiians and non-White people living there. This eventually led to Hawaii becoming a US state. Queen Lili'uokalani is credited with writing the famous Hawaiian song "Aloha 'Oe" as a love song to her stolen land. Learn more [here](#).
2. **CJ Walker** was the first woman to become a self-made millionaire in US history. Born to formerly enslaved parents, she developed cosmetics and hair care products for Black women. They were so popular that she became a millionaire very quickly. A dedicated philanthropist, she started a YMCA in Indianapolis, contributed to Tuskegee Institute, and played a key role in the NAACP's anti-lynching fund. Read more about her in *All about Madam C.J. Walker* by A'Lelia Bundles.

3. **Onesimus** was an enslaved man who introduced inoculation (the process of introducing a small amount of a disease into a healthy person, so they could build immunity against it) to the United States. It is believed that he was captured and trafficked from Ghana, where inoculation had already been invented. The Smallpox pandemic was killing nearly 15% of people who had contracted it and inoculation brought the mortality rate down to 2%. He was not credited with introducing inoculation to America until 2016. You can watch more of the story [here](#).
4. **Dr. Charles Drew** was responsible for creating the first major blood banks and blood plasma programs. He was also outspoken about the racist and unscientific view that blood should be racially segregated. He resigned from the American Red Cross, which maintained the policy until 1950. Learn more about his story in *Charles Drew (My Itty-Bitty Bio)* by Katie Marsico.
5. **Elizabeth Wanamaker Peratrovich** advocated for the passage of Alaska’s Anti-Discrimination Act of 1945, the United States’ first anti-discrimination law. The Act gave indigenous people equal access to public services. Today, Alaska celebrates Elizabeth Peratrovich Day every February 16, and Elizabeth Peratrovich was honored on the gold dollar coin in 2020. You can read more about her in *Fighter in Velvet Gloves: Alaska Civil Rights Hero Elizabeth Peratrovich* by Annie Boochever.
6. **Billie Holiday** was a popular jazz and blues singer. A Black woman raised in poverty, she teamed up with writer **Abel Meeropol**, a son of Jewish immigrants, to record “Strange Fruit”, a song that protested the injustice of racism. Learn more in *Strange Fruit: Billie Holiday and the Power of a Protest Song* by Gary Golio.
7. **Navajo Code Talkers**
The term “code talkers” is commonly associated with a group of 29 Indigenous Americans who spoke both the English and Navajo languages. They were specially recruited during World War II by the US Marine Corps to create a secret code that could be used to send military messages quickly and safely and that could not be understood or decoded by the countries the US was fighting against. After serving their country, they returned home and continued to be treated as less than equal citizens. Code talking was pioneered by the [Cherokee](#) and [Choctaw](#) peoples during World War I. Learn more in *Who Were the Navajo Code Talkers? (Part of “Who was?”)* by James Buckley, Jr.

Discover More Trailblazers

- *Asian-Americans Who Inspire Us* by Analiza Quiroz Wolf
- *Native American Heroes: Osceola, Tecumseh and Cochise* by Ann McGovern
- *Trailblazers: 11 Latinos who made U.S. History (English and Spanish Edition)* by Naibe Reynoso
- *Black Heroes: 51 Inspiring People from Ancient Africa to the Modern-Day U.S.A.* by Arlisha Norwood.

Writer: Emily Fuentes, Dir. Of Youth, Tustin Presbyterian Church, Tustin, CA

Office of Christian Formation: www.pcusa.org/formation

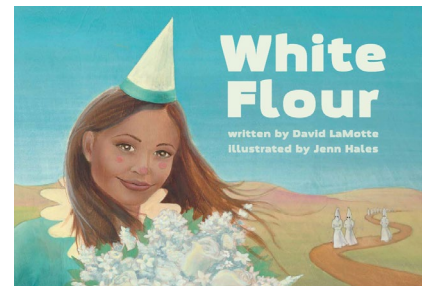
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Standing Against Hatred... Without Embracing It

White Flour

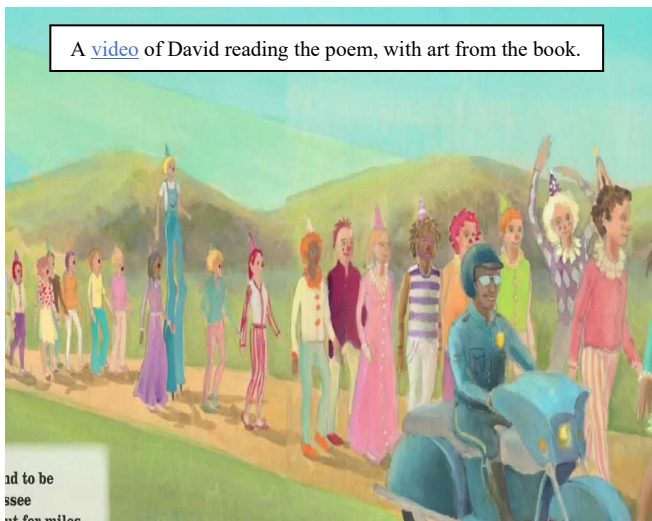
“White Flour” is a poem by David LaMotte, based on true events of May 27, 2007. On that day, neo-Nazi and KKK groups rallied in a public park in Knoxville, Tennessee, preaching White supremacy and hatred. Among the counter-protestors who arrived that day was a group called the Coup Clutz Clowns, who engaged in street theater to subvert the goals of the White supremacists. Rather than screaming at the screamers, or letting their message go unchallenged, they chose to engage in creative nonviolence, pretending they didn’t understand what the rally was for, and undercutting hatred with humor.



In this Quicksheet, this poem and the story it tells are used to think about creative nonviolence. This can open into conversation about what Jesus taught and modeled regarding how to respond to oppression and aggression. Because the story is based on true events, and contains some humor, it offers an opportunity to examine some complex but important ideas.

Nonviolence is often misunderstood as simply “not being violent.” In fact, nonviolence is not about avoiding conflict, but about engaging conflict in ways that are constructive, rather than destructive. It’s worth noting that the verb in the previous sentence is “engaging.” Conflict avoidance is not nonviolence, and peacemaking is not “making nice.” Sometimes nonviolent resistance requires disruption. A nonviolent approach to conflict, though, recognizes that actively setting out to hurt others seldom leads to positive transformation. As Rev. Dr. Martin Luther King, Jr. famously said, “The ultimate weakness of violence is that it is a descending spiral, begetting the very thing it seeks to destroy. ...Returning violence for violence multiplies violence, adding deeper darkness to a night already devoid of stars. Darkness cannot drive out darkness; only light can do that.”

A [video](#) of David reading the poem, with art from the book.



What Really Happened

On May 26 of 2007, members of a White supremacist hate group came to Knoxville, Tennessee from out of state to hold a rally in a public park there. As is usually the case at such rallies, the counter-protestors outnumbered the White supremacists by far. In this case, though, some of the protestors took a creative approach to their opposition.

They didn’t meet hatred with hatred, but they also didn’t let the message stand without challenge. Rather, the local activists met hatred with humor. The Coup Clutz Clowns, made up largely of members of an environmentalist group called Mountain Justice, had

prepared well for the day, rehearsed, and brought plenty of props and costumes. All of the “misunderstandings” chanted by the clowns in the poem were actually part of that day’s demonstrations.

I took some artistic license in the poem in at least a couple of ways—notably, the hate group was not wearing robes and were not only Klansmen, but also members of a neo-Nazi group. However, Klan robes are visual shorthand for overt, organized racism, and it seemed like the best vehicle to tell the story.

What happened that day is a powerful example of the fact that there are more than two ways to respond to aggression. *Fight* and *flight* are deep in our biological programming. They are generally the first two options we think of, and it is natural to think they are the only two. The best way forward, however, is often what the theologian Walter Wink called a *third way*. If we can be creative enough to find ways to disarm hatred without either retreating or yielding to hatred ourselves, we often find that more constructive outcomes become possible.

In this case, the racist group did not get what they wanted. They didn’t provoke more hatred. The clowns simply refused to take their silly ideas seriously. The hate group had reserved the square for several hours that day, but they gave up and left an hour and a half early.

I wouldn’t suggest that clown actions are always the way to respond to such events, but it worked that day. What is needed is creativity, and a refusal to become that which we abhor. As Rev. Dr. Martin Luther King, Jr. said, “Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.”

What We Can Learn

This story certainly centers on an anti-racist action, but it is more a story about creative nonviolence than it is a story about racism and anti-racism. While bellicose, overtly racist groups like these pose a very real threat; we should be careful not to imagine that this is the most dangerous kind of racism. As serious as overt, organized racism is, many anti-racism activists are quick to point out that structural and systemic racism, often unconscious, do much more damage than hate groups. Matthew 7:3 encourages us to be careful of the log in our own eye, and that’s good advice when considering racism. It is easier to externalize the evil, but most of us have plenty of work to do internally, as well.

Still, it is worth considering how to respond when we are confronted with hateful, racist aggression before it happens and what Jesus had to say on the matter. What does it mean, in practical terms, to actually love our enemies? This story helps to illustrate one option for confronting and undermining injustice without violence.

The theologian and nonviolence teacher Walter Wink made a compelling argument that when Jesus taught that we should turn the other cheek, go the extra mile, and give our shirt as well when someone takes our coat, he was not teaching us to be doormats and not resist evil, but suggesting that we could creatively expose and defeat injustice by revealing the abuse of power. The verse that is often translated as “resist not evil” is actually a pretty loose translation, [according to Wink](#). The Greek *antistenai*, which is translated as “resist” is actually a word that denoted how ranks of soldiers clashed in battle. In other words, it specifically means “resist violently.” **So Jesus, who constantly resisted evil, was telling us to pay attention to *how* we resist.**

Another feature of this story that may be worth noting, especially in conversations with children, is that the clowns did this work *together*. They came up with ideas together, they prepared props together, they made decisions together. So much of the cultural messaging kids receive about how to address injustice is rooted in the *hero narrative*, but that is profoundly misleading. This kind of work is best done in community, as Jesus modeled for us. One of the first things Jesus did when he began his ministry was to find the apostles and invite them to be his community. Together, they changed the world.

Conversation Starter

Here is a game to play as an ice breaker, possibly before sharing the story of *White Flour*. This game comes to us from Rev. Marc van Bulck. It is designed to get people talking and laughing, and also to demonstrate their own creativity. Here it is laid out for a small group, but it could also be fun with just one or two children. It almost inevitably results in wildly fantastic stories, as people begin to top each other. Encourage that!

After you complete the game, note that no one could have guessed where the story would go simply by hearing the opening line. Creativity is something nearly everyone brings in abundant supply. It may also be useful to note that it took the whole group to tell the story it told. No one person in the group could have done it. Nonviolent action usually works best when it is undertaken in community and solidarity.

- Arrange chairs in a circle, one for each participant
- Alternating around the circle, assign each player to be a “Fortunately” or an “Unfortunately.” The player on your immediate left should be a “Fortunately.”
- Once each player knows their role, begin an improvised story that passes on to the next person when something terrible is about to happen.
Example: “One day I was walking down the road when an enormous tiger jumped out of the bushes. It was clear the beast was angry and hungry. I covered my eyes and the beast leapt!”
- Point to the teller on your left to continue the tale with the word “Fortunately...”
Example: “Fortunately, a bolt of lightning came down from the sky and scared the tiger away.”
- Motion to the next teller to continue the tale with the word “Unfortunately...”
Example: “Unfortunately, the lightning set the woods on fire and I had to run for my life!”
- Continue around the circle until everyone has added a plot twist. If the group is small, you may want to go around the circle twice.

When the game is over, be sure to celebrate the group’s creativity, emphasizing that no one person could have told that story by themselves!

Questions to Consider

Depending on the age and sophistication of the kids you are talking with, you can modify these questions for conversation as needed. You might frame them as I wonder... questions.

- Why do you think the Clowns chose to be nonviolent? What do you think might have happened if they chose to be violent?
- Has someone ever shouted at or threatened you? How did you feel? What did you do?
- When the Roman guards came to arrest Jesus, his friend Peter was so afraid and angry that he attacked one of the guards. Jesus told Peter to stop and said that those who live by the sword will die by the sword. What does this story teach us about Jesus and violence?
- TV shows and movies almost always seem to tell the same story, that we fix problems by beating up or killing the bad guys. Can you think of a TV show or movie that shows a better way to deal with people who hurt, bully, or treat others unfairly?
- We often think of heroes as special. Some have superpowers; others are extra brave, smart, or tough. In real life, steady, small, non-dramatic action makes a bigger, longer-lasting difference. Do you think ordinary people can make a big difference?
- Can you think of an ordinary person who has done something extraordinary? Does that make them a hero?
- The Clowns worked together to solve a problem. Can you think of a group of people who are working together to solve a big problem?

- Klan costumes can make people feel afraid, because they are associated with so much evil and violence. In this book, the costumes look kind of silly. I wonder why the artist chose to paint them like this?
- Sometimes people think that being nonviolent means not standing up to or not resisting injustice. Can you think of ways to resist injustice nonviolently?
- Being *nice* is not always the same as being *kind*. To be *nice* often means not making waves, not upsetting people. To be *kind* means to care about and support someone's well-being. Can you think of an example of an action that is nice, but not kind? An action that is kind, but not nice?
- Rosa Parks refused to give up her seat on the bus and changed the world. But that's not her whole story. She worked for the rights of her people for decades before and after the day she was arrested. I wonder why that part of the story is left out?

Books and Other Resources

- [*Jesus and Nonviolence: A Third Way*](#) by Walter Wink - Walter Wink's small book on how Jesus chose and taught nonviolence (for adults).
- [*Rosa*](#) by Nikki Giovanni - a children's book that fills in some of the untold story of Rosa Parks' resistance, emphasizing movements over heroes, and long work over momentary drama (for kids).
- [*My Story*](#) by Rosa Parks - Rosa Parks' own telling of her story, in a plain-spoken and accessible style, in which she talks about the training, community, and long-term commitment necessary for the work she did, and challenges popular narratives about her life and work.
- Copies of the book, *White Flour*, can be ordered [here](#), individually or with bulk discounts.
- [Sunday School lesson plan](#), by Rev. Marc van Bulck, based on *White Flour*, is available for free download.
- Harvard Article/Interview: [“Nonviolent Resistance Proves Potent Weapon.”](#)
- Singer/songwriter Rod MacDonald put the *White Flour* story to music and [shares the song here](#).

Writer: David LaMotte, Songwriter/Author, Black Mountain, NC

Office of Christian Formation: www.pcusa.org/formation

APCE: www.apcenet.org



Music, Bible Stories, and Prayer

Children and Anti-Racism

As children and families engage in the work of anti-racism today, much can be learned from the practices of civil rights leaders in years past who incorporated music, Bible stories, and prayer into the Civil Rights Movement of the 20th Century. The following resources can be used to help create a Christ-centered foundation for anti-racism work today.

Music

The liberation of Black people, both during enslavement and more recently in the Civil Rights Movement, has been fueled by music. Music has served as the primary link for Black U.S. Americans to their African past, and in the 20th and 21st centuries, it has been fuel for those who have been part of the Civil Rights Movement. Music was present in the marching, meetings, incarceration, fighting, celebrating, and lamenting. (W. Walker, [...] *Social Change*). It was the strength of God woven throughout the movement, and that same strength of God is woven throughout the work of anti-racism today. The following two songs can be used to help educate and empower children in their anti-racism work today.

“This Little Light of Mine”

This little light of mine, I’m going to let it shine
Oh, this little light of mine, I’m going to let it shine
This little light of mine, I’m going to let it shine
Let it shine, all the time, let it shine

Many U.S. American Sunday school classes teach that the “light” in this song refers to Jesus, and that we need to “let it shine” so that others will know about him. While this is true, for Civil Rights leader Dr. Bernice Johnson Reagon and other Black people during the Civil Rights Movement, the story in the song is that the “light” is life! “This song says, ‘I am not covering up my light. I am not going to move in society where I am obscure and operate in the shadows. If I am not dead, you are going to see me holding space.’” (B. Reagon. [“Music That Inspired the Movement Student Workshop.”](#))

Children and families can listen to and sing this song together and imagine the significance of the lyrics to those suffering under racial oppression.

To watch and listen to the Chicago Children’s Choir sing a version of “This Little Light of Mine,” see [this video](#). To learn more about “This Little Light of Mine” in anti-racism work during the Civil Rights Movement, please watch [this video](#) featuring Dr. Reagon.

“You Matter” by Len Plick

You’ve been through the battles, you’ve been through the wars
You don’t understand it, what all this fighting is for
You just close your eyes and, hope that it goes away
Hope that it goes away
You search for your meaning, but doubt clouds your mind

You'll see you mean something, in the eyes of the Giver of life
You just close your eyes and, hope that you fly away
You hope that you fly away
These are just words and
You don't have to hear what I say, hear what I say
Oh, I want you to know
You matter! You matter!

“You Matter” is a song written more recently as a reminder that *your life matters*. It illustrates the powerful truth that all have been created with love in the image of God—you matter to God, the Giver of Life. This song can be used to support conversations with children about the Black Lives Matter Movement. At an age-appropriate level, adults can discuss with children the importance of recognizing that when a specific person or group of people are being hurt or treated unfairly because of the color of their skin, we need to talk about that and do something to change it.

To listen to this entire song, find it [here](#).

The following are additional music related resources to support anti-racism work with children:

- India Arie - [“What If”](#) (song with lyrics)
- Benjamin Roesch (Kids VT) - [“Songs to Facilitate Parent-Child Conversations About Race”](#)
- Sesame Workshop - [“Coming Together: Talking to Children About Race, Ethnicity, and Culture”](#)
- Song collection by [Dan and Claudia Zanes](#). Particularly check out [“Let Love Be Your Guide” \(for John Lewis\)](#) (3:38) the title song to their newest album.

Bible Stories

Scripture is woven with stories and passages of the liberating and radical love of God. The Scripture stories suggested are a few which may be helpful as young people learn about anti-racism. These stories will likely be more tangible for children if read from a children's Bible. The following children's Bibles are a good place to start:

- *Children of God Storybook Bible* (COG) by Archbishop Desmond Tutu
- *Growing in God's Love: A Story Bible* (GGL) edited by Elizabeth F. Caldwell and Carol A. Wehrheim
- *Kids Spark NRSV Bible* (KSB) by Augsburg Fortress
- *The Spark Story Bible: A Journey Through God's Word* (SSB) by Debra Thorpe Hetherington
- *The Children's Bible in 365 Stories* (CB365) by Mary Batchelor and John Haysom

During and after reading these passages, the Wondering Questions can help prompt meaningful conversation.

Genesis 1:1-31—Diversity of Creation

(Found in COG, CB365, GGL, KSB, SSB)

God created everything with love and diversity. In fact, God Godself is a diverse, triune God as the Creator, Son, and Holy Spirit. We have been created with diversity in God's image.

- ❖ I Wonder ... Why did God use so many colors when God created the earth? Why did God create *you*? What is your favorite color from God's creation? What is your favorite smell from God's creation? What is your favorite sound from God's creation? How do you take care of God's creation?

Luke 4:18—Jesus at the Synagogue; Fulfillment of Isaiah 61

(Found in CB365, KSB, SSB)

God entered into this world through Jesus, a brown-skinned, poor, Palestinian Jew. Jesus saw the oppressed, he lived for the oppressed, he died for the oppressed. Followers of Jesus are called to do the same today. Jesus came

as a liberator, which means that he came for the freedom of Black people in the United States. (J. Cone, *Black Theology and Black Power*) This is good news, indeed. Jesus cares deeply for those who are treated badly by those with power, and he invites us to do the same.

- I Wonder... If you could have lunch with Jesus, what would you eat? What would you ask him or talk to him about? How was Jesus a good friend? What can you do to love and care for people the way Jesus did?

Luke 10:25-37—The Parable of the Good Samaritan

(Found in COG, CB365, GGL, KSB, SSB)

For a helpful commentary on the parable as it relates to anti-racism work, please read [“The Good Samaritan Teaches Us Black Lives Matter”](#).

- I Wonder... Have you ever helped someone who was hurt or sad? Has someone ever helped you when you were hurt or sad? What did it felt like for the injured person to be passed over by the people who walked on by?

John 4:1-42—Jesus and the Woman of Samaria

(Found in GGL, KSB, SSB)

Jesus intentionally went into Samaria, a place that Jews generally avoided. He went out of his way to connect with a Samaritan woman, treating her with dignity and respect.

- I Wonder... Have you ever had a new student in your class at school? Have you ever been a new student in a class at school? What is a question you could ask a new student in your class? What would you tell that student about yourself?

For guidance in finding a children’s Bible that is a good fit for your family, [here](#) is a helpful article by Illustrated Ministry reviewing several popular children’s Bibles.

For a place to start conversation that is not about a particular Bible story, *What Is God Like?* by Rachel Held Evans is a lovely picture book that draws on Scripture to describe who God is and what God is like.

Prayer

One important element to anti-racism work is the ability to see the beauty of the diversity of God’s creation. When we choose to truly see our neighbors—those whom Jesus has called us to love—then we are able to see what matters to them, see how they hurt, see what brings them joy. Prayer is the starting point for developing this gift of sight. Here are two prayer opportunities for children.

Breath Prayer: Help Me to See, Help Me to Love

Children of all ages can incorporate breath prayer as they engage in anti-racism practices. The following script may be used to facilitate this breath prayer. It may be done with one child or a whole group of children. Eventually, this is a practice that children can learn to incorporate on their own at any time and in any place:

First, get nice and comfortable either sitting up in a chair, sitting on the floor, lying down... whatever feels good to you. Close your eyes or just soften your gaze. Now, put your hand on your belly and notice your breath. Notice the rhythm as you inhale and exhale. Feel your hand move up and down as your lungs expand and contract. What a gift this is. Now, think of the word that you like to use for “God.” Maybe it’s: God, Lord, Jesus, Spirit, Father, Mother, Parent, Creator. Do you have your word ready? Now, as you inhale, breathe in that word for God. As you exhale, breathe out the words, “Help me to see.” Breathe in your word for God, and breathe out “Help me to see.” Try that a few times on your own. As you do this, imagine God opening your eyes and allowing you to see other people the way God sees them—as precious, beloved people. (Wait a few moments for them to inhale and

exhale several times.) Next, inhale your word for God, and exhale the words, ‘Help me to love.’ Inhale your God word, and exhale “Help me to love.” Do this a few times on your own. As you do this, imagine God filling you with so much love that it overflows, and you want to share it with everyone around you. Now, slowly open your eyes. Stretch your arms way up in the air, wiggle your fingers. Let’s give thanks to God for giving us breath, for hearing our prayer, and for helping us to see and to love our neighbors. Amen.

Psalm of Lament

In his book, *How to Fight Racism: Courageous Christianity and the Journey toward Racial Justice*, Jemar Tisby writes, “If you have not learned to lament, you have not learned to love. To love someone is to know and be known, which means opening oneself up to the possibility of being hurt by another. In love, we leave ourselves vulnerable to the failings and flaws of others. When love is betrayed and people hurt others because of racial arrogance, it is cause for lament.”

Children may write their own Anti-Racism Psalm of Lament to help them learn to love on their anti-racism journey. This may be adapted according to age, but the following basic formula may be used:

For older children:

(Older children could use other means of artistic expression for their psalms of lament, such as spoken word, painting, dance, etc.)

1. **Declaration of Pain** - Tell God how either you yourself are hurting because of racism, or tell God how you see someone else hurting because of racism. (“God, so many Black people are being hurt by the police. Why?”)
2. **Proclamation of God Seeing That Pain** - Call on God to see the way people are suffering from racism. (“God, I know that you see them and love them. You see their pain. You see their suffering.”)
3. **Ask God to Respond to the Suffering** - Tell God what you hope God will do in the face of the suffering from racism. “God, please make this stop! Take away the suffering. Help us to treat others with love and respect. Show me how to make change in my community to ease the suffering.”

(Inspired by an exercise facilitated by The Global Immersion Project on an Immigrants’ Journey Immersion Trip in Tijuana, Mexico in May, 2018.)

For younger children:

(Encourage younger children to finish the following sentences. They could paint or color pictures to go with each statement.)

1. **I am sad because... (or) They are sad because...**
2. **God, You know that _____ is hurting.**
3. **God, please help them by _____.**

The following books are wonderful resources to help support prayer with children:

- *Imaginative Prayer: A Yearlong Guide for Your Child’s Spiritual Formation* by Jared Patrick Boyd
- *Prayers for Faithful Families: Everyday Prayers for Everyday Life* by Traci Smith

For additional resource links and suggestions around Music, Bible Stories, and Prayer, please consult the Resource Roadmap in this toolkit.

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Office of Christian Formation: www.pcusa.org/formation and APCE: www.apcenet.org



Children and Anti-Racism

Resources for Christian Formation Leaders and Parents

Work with children in racial justice and anti-racism education must begin early, be intentional, and continue developmentally as a lifelong part of growing in faith. Our efforts to form race-conscious young disciples who are champions of equity and justice will be how we dismantle structural racism and see lasting change in the church and our wider society. A toolkit of resources on anti-racism is just a starting place. It is the result of careful, faithful, and humble work by writers who are, themselves, located in particular racial identities, in particular contexts, with particular blinders and biases. Your context matters, as does the individual and communal racial identity development and awareness of the children (and adults) with whom you live and serve.

A great deal of good work is being done around anti-racism education with children in fields outside of the church. You will see many such links below. To help frame the anti-racist work you do as a person of faith, explore the resources in this Roadmap and the others linked elsewhere in the toolkit in the Compass Points and Quicksheets.

TALKING WITH CHILDREN ABOUT RACE: RESOURCES FOR PARENTS, CAREGIVERS AND TEACHERS

Check out the following links for background research and practical suggestions for talking about race with children from a young age. Both at home, and in classroom/church settings, normalizing conversation about race is the beginning of developing healthy racial identity and norms of pride, respect, and justice.

- Review [“Resources on Talking to Your Children about Social Justice”](#) (from the Children's Community School). Download [this graphic](#) - "They're not too young to talk about race!"
- Read [“Talking to Children about Racial Bias”](#), from the American Academy of Pediatrics, including developmental stages of how children learn racial bias, and tips for talking about racism.
- Listen to National Public Radio stories and interviews about [“Talking Race with Young Children”](#) (20:26) and [“How White Parents Can Talk to their Kids about Race”](#) (11:55).
- Check out the book [“Raising Antiracist Kids: An age-by-age guide for parents of white children”](#), by Rebekah Gienapp. See also her article [“Antiracism at every age: the Montessori planes of development”](#).
- Download the article [Children Are Not Colorblind: How Young Children Learn Race](#) for a clear summary of research on the development of racial identity and bias in very young children, and suggestions for caregivers and educators. Also, listen to this podcast [“How Children Understand Race”](#) with the author, Erin Winkler, in an interview on Milwaukee Public Radio. (14:57) Finally, read Winkler’s article [“Here's How To Raise Race-Conscious Children”](#) with seven steps for adults to take, and links to more resources.
- Take a look at [“A short family guide to supporting racial justice now”](#) and [“Talking with our children about race”](#) from Episcopal priest and author Wendy Claire Berrie.

- View “[Anti-bias lessons help preschoolers hold up a mirror to diversity](#)” is a video from PBS News Hour about anti-bias education in preschool education, with applications to church-based education.
- Check out the book [Raising White Kids: Bringing Up Children in a Racially Unjust America](#) by Jennifer Harvey.
- Download, in English or Spanish, “[10 tips for teaching and talking to kids about race](#)” from [embracerace.org](#).
- Consider using “[Songs to Facilitate Parent-Child Conversations About Race](#)” from Kids VT, a Vermont parenting magazine.

CURRICULUM FOR FAITH FORMATION

Embrace the value of talking about race proactively, and consider the use of faith formation curriculum with intentional racial justice themes, like the following:

- Read about “[Seeing Jesus: Social Justice Activities for Today Based on Matthew 25](#)” by Phyllis Vos Wezeman, which “includes 60 social justice activities for children, teens and adults to live out the Matthew 25 vision.”
- From Cokesbury comes “[Deep Blue Life: Faith and Culture—Anti-Racism](#)”, which includes three sessions for teaching kids about Prejudice and Stereotypes, Curiosity and Empathy, and Colors and Cultures.
- [Tell Me the Truth about Racism](#) is a way of telling a Godly Play-like story called “The Lie of Racism”, developed by two Episcopalian educators. They also lead trainings on how to share the story in your context, with [videos available here](#).

RESOURCES FOR CHURCH LEADERS

Church leaders can find support for anti-racist work with children and all ages at the following links:

- Connect with the PCUSA’s Matthew 25 initiative around [dismantling structural racism](#).
- Read “[How children see God: Study tackles the white image of the Divine](#)” from Ryan SK Timpte, in *Presbyterians Today*.
- Watch this Webinar: “[Cultivating Culture Change: Tips and Resources for Antiracist Christian Formation](#)” (55:33) from the Episcopal Church’s *Lifelong Learning* and *Building Faith*.
- Connect with the PCUSA resources on [Facing Racism](#).
- Engage with the [Crossroads Anti Racism Training](#) through joining the [Association of Presbyterian Church Educators](#). Webinars 7 and 8 “help APCE members gain skills to talk with children and youth about systemic racism as well as introducing them to the goals of Anti-Bias Antiracism Education as a way to frame faith formation.” *Note: These webinars are strictly for the use by APCE members through a contractual agreement with Crossroads. Distributing them for use by anyone else is prohibited. You must have an active membership for APCE to access any webinar, and will be prompted to login.*

CHILDREN’S LITERATURE AND BOOKS

Use story to educate, with books for young people that open up vital conversations with adults. As you choose books to share at home, in classrooms, and church libraries, keep these guidelines in mind. Representation matters in subject matter, artwork, and authorship. Look for BIPOC authors and illustrators. Include books about BIPOC heroes and trailblazers, but also include stories of children and adults in more ordinary situations, confronting racism and taking action for racial justice. Use books as a starting point for conversation, reading *with* rather than *to* children.

Some suggestions for choosing books can be found here:

- [“Guide for Selecting Anti-Bias Children’s Books”](#) by Louise Derman-Sparks from [Social Justice Books](#)
 - [“10 Tips for Reading Picture Books with Children through a Race-Conscious Lens”](#) by Megan Dowd Lambert from [embracerace.org](#).
 - [“8 Tips for choosing “good” picture books featuring diverse, BIPOC characters”](#) by Krista Aronson, Anne Sibley O’Brien and Andrea Breau from [embracerace.org](#).
 - [“Children's Books We Use to Teach Young Kids to be Anti-Racist”](#) by Ronda Taylor Bullock from [embracerace.org](#)
- See also:
- [“Picture Books for Antiracists”](#) by Miriam Willard McKenney from the Virginia Theological Seminary faith formation folks at [Building Faith](#)
 - [“15 Books to help kids understand that Black Lives Matter”](#) by [Rebekah Gienapp](#)
 - [“AntiRacist Playlist for Young Kids & Families”](#), suggested audio books from [Libro.fm](#) to “Help Talk About Race, Racism, and Justice with Young Kids”
 - [Read Across America](#) offers a searchable database by age and genre, book club resources, and yearly calendar of “recommended books, authors, and teaching resources that promote diversity and inclusion.”
 - See also the Quicksheets, Trailblazers: Untold Stories of Marginalized People and Using Children’s Literature: Activities for Children and Parents Together for many more suggestions.
 - Don’t forget to also choose Bibles for children that use artwork and representation of Jesus and others as the Middle Eastern non-White people they were. Two good ones are: the [Children of God Storybook Bible](#) by Archbishop Desmond Tutu and [Growing in God’s Love: A Story Bible](#) by Carol Wehrheim and Elizabeth Caldwell.

A FEW SUGGESTED BOOKS BY AGE LEVEL

PRESCHOOL BOOKS

- [God’s Big Plan](#) by Elizabeth Caldwell and Theodore Hiebert
- [Our Skin: A First Conversation About Race](#) by Megan Madison & Jessica Ralli. Also find more resources for furthering the conversation at [First Conversations](#)
- [Anti-Racist Baby](#) by Ibram X. Kendi
- [God’s Dream](#) “board book” by Archbishop Desmond Tutu
- [All The Colors We Are: The story of how we get our skin color](#) by Katie Kissinger
- [No! My First Book of Protest](#) by Julie Merberg
- [All are Welcome](#) by Alexandra Penfold
- [A is for Activist](#) by Innosanto Nagara, [video](#) read by the author with his son
- [“13 #ownvoices diverse books for toddlers”](#) from [Rebekah Gienapp](#).

YOUNGER/ ELEMENTARY BOOKS

- [God’s Big Plan](#) by Elizabeth Caldwell & Theodore Hiebert (ages 3-7)
- [Brian the Brave](#) by Paul Stewart (ages 3-7)
- [Liberty’s Civil Rights Road Trip](#) by Michael W. Waters (ages 3-7)
- [God’s Dream](#), picture book, by Archbishop Desmond Tutu
- [The Colors of Us](#) by Karen Katz
- [I Am Enough](#) by Grace Byers, read aloud by the author [here](#)
- [Let’s Talk about Race](#) by Julius Lester, also read aloud [here](#)
- [Sometimes People March](#) by Tessa Allen “
- [Hair Love](#) by Matthew Cherry
- [Alma and How She Got her Name](#) by Juana Martinez-Neal

- *Where Are You from?* by Yamile Saied Méndez, read aloud by the author [here](#)
- *Dreamers* by Yuyi Morales
- *Drawn Together* by Minh Le
- *The Lord's Prayer* by Tim Ladwig
- *The Story of Ruby Bridges* by Robert Coles
- *Sing a Song: How "Lift Every Voice and Sing" Inspired Generations* by Kelly Starling Lyons
- [Who is My Neighbor?](#) by Amy-Jill Levine and Sandy Eisenberg Sasso
- [Preaching to the Chickens: The Story of John Lewis](#) by Jabari Asim

OLDER ELEMENTARY BOOKS

(Picture Books)

- [For Beautiful Black Boys Who Believe in a Better World](#) (ages 6-10) includes a discussion guide created by the Muhammad Ali Center in Louisville, Kentucky.
- *The Undeclared* by Kwame Alexander
- *Gordon Parks: How the Photographer Captured Black and White America* by Carol Boston Weatherford
- *Ruth and the Green Book* by Calvin Alexander Ramsey
- [Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation](#) by Duncan Tonatiuh
- [A Kid's Book about Racism](#) by Jelani Memory read aloud by the author [here](#)
- *Change Sings* by inaugural poet Amanda Gorman

(Chapter Books)

- *Saving Savannah* by Tanya Bolden
- *Piecing Me Together* by Renée Watson
- *Warriors Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High* by Melba Pattillo Beals
- *Stamped (For Kids): Racism, Antiracism, and You* by Jason Reynolds and Ibram X. Kendi

ACTIVISM INSPIRATION

Talking about race and learning about injustice leads to the desire for change, and children are natural leaders here. Check out the Quicksheets Taking Action Against Injustice: Ideas for Families and Trailblazers: Untold Stories of Marginalized People for a variety of ways to encourage anti-racist actions that begin at home.

See also these videos, songs and resources for children.

- ["Let's Talk about Race"](#) (13:01) is a kindergarten teacher's video to her class about what racism is and how to use your voice to help combat it. The video includes a reading of the book *Let's Talk about Race* by Julius Lester.
- *Parenting Forward: How to Raise Children with Justice, Mercy, and Kindness* by Cindy Wang Brandt is solid faith-inspired parenting guidance. [Here](#) is an interview with the author.
- ["How To Change The World \(a work in progress\)"](#) | Kid President video (3:43)
- ["How Kids Changed the World"](#) (9:09)
- ["Stand Up for You"](#), (2:58) just one of the music videos available from [Alphabet Rockers](#), a group dedicated to "fostering brave conversation with kids designed to interrupt racism and stand up for one another."
- Social justice, anti-racism and joy are the themes of an original song collection by [Dan and Claudia Zanes](#). Check out ["Let Love Be Your Guide \(for John Lewis\)"](#) (3:38) the title song to their newest album. Listen to an [NPR interview](#) about their anti-racism work through music for families.

- [“A Resource List: When the News is Too Big for Young People – Updated 11/2017”](#) by [Christine Hides](#) shares a model of “Discuss~Pray~Act~Create and Repeat” for adults to help children deal with news events like racism or violence.
- Explore the book [White Flour](#) by Presbyterian musician and author David LaMotte. The children’s picture book is based on the true events of a KKK rally in 2007, and tells how activists disarmed it with humor. David [reads his book here](#). A new song of the book’s text is [available here](#). Find out more in the Quicksheet Standing Against Hatred Without Embracing It: White Flour.

MORE TOOLKITS, PLAYLISTS AND WEBSITES TO EXPLORE

- [“Tools to Raise an Anti-Racist Generation”](#) by [Doing Good Together](#) is a well-curated and “evolving collection of resources, expert tips, books, videos, and advocacy tools.”
- Playlist: [“Anti-Racism with Children”](#) from the Michigan Conference of the United Methodist Church
- [“Children & Families Black History Playlist”](#) from Trinity Episcopal Church in New Orleans
- [“Anti-Racism Resources for Families”](#) from First Presbyterian Church, Stillwater, OK. The resources are listed by age and include books, articles, videos and podcasts.
- [Coming Together: Talking to Children about Race, Ethnicity, and Culture](#) is Sesame Street’s ongoing commitment to racial justice, provides resources for young children and parents including videos, songs, interviews with families, printables and activities, [research](#), and a town hall with CNN on [Standing Up to “Racism”](#), and [“The Power of We”](#), a special to learn how to be “upstanders” against racism.
- [“Dismantling Racism Toolkit: Resources for Parents”](#) by Quraysh Ali Lansana from [Tulsa Kids](#) provides “resources for parents seeking to talk to their kids about systemic racism and raise anti-bias children” including links to other organizations doing intentional anti-racist work with children and families.
- [Rebekah Gienapp](#) is an ordained minister, mom, and author of [“Raising Antiracist Kids: An age by age guide for parents of white children”](#) who “helps parents and teachers nurture brave kids who work for justice.” Her website has extensive resource lists, lesson plans; and conversation guides, like [“Social justice for kids: teaching the difference between charity and justice”](#), and [“Antiracist education: 7 ways teachers can deepen their own learning”](#). See also her [AntiRacism Resource List for Parents & Teachers](#), which includes separate pages of links to books, videos, podcasts and more for parents of Black, White, multi-racial, and non-Black children of color, intended for parents of all races, as well as resources for early childhood, elementary, and middle/high school educators.
- [“Talking About Race”](#) from [The National Museum of African American History and Culture](#) offers excellent resources for parents and caregivers.
- [The Conscious Kid](#) provides guides, booklists, and resources to support organizations, families; and educators in taking action to disrupt racism.
- [EmbraceRace](#) offers a wealth of resources, webinars, articles, and more. [Social Justice Books](#) and [WNDB – We need Diverse Books](#) have curated book lists for all ages.

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