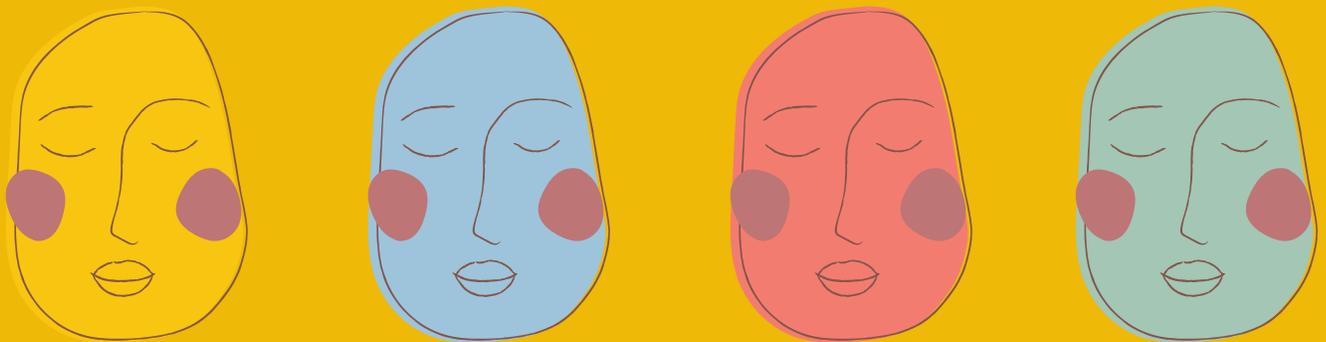




TALKING ABOUT DIVERSITY WITH YOUR KIDS

**A guide on how to talk to you children
(from toddlers to teens)
about difference, diversity, inclusion
and acceptance.**



*"If we are to reach real peace in the world, we
shall have to begin with the children."*

- Mahatma Gandhi

TABLE OF CONTENTS:

Some things to think about before you dive in.....Pages 1-2

Talking to your **younger child** (2 to 6).....Pages 3-6

Talking to your **school-age child** (7 to 12).....Pages 7-10

Talking to you **teen**.....Pages 11-13

Tips for **all ages**.....Pages 14-16

Talking to your children about **physical diversity**Pages 17-18

Talking to your children about **cognitive diversity**Pages 19

Talking to your children about **gender identity and sexual orientation**.....Page 20

Games and activities that encourage conversation about diversity, difference, inclusion and acceptance.....Page 21-22

Books and resources that encourage conversation about diversity, difference, inclusion and acceptance.....Page 23

SOME THINGS TO THINK ABOUT BEFORE YOU DIVE IN...

If you're reading this, you want to gain insight and knowledge on how to talk to your children about difference and diversity. You have decided that it's important for you and your family to incorporate the concepts of diversity, inclusion and acceptance into your home.

That's wonderful!

Having conversations with your children is an excellent first step to achieve your goal. But remember, conversation alone is not enough. Your kids are watching and observing you, absorbing and internalizing your actions and behaviors. You can have a conversation again and again, and if your actions do not match your words, your children will know.

So to begin, think to yourself how YOU feel about difference and diversity. How do you behave? What are your thoughts - conscious and subconscious? When you hear a foreign language, how does that make you feel? How about when you smell a foreign food? How do you speak to people from other cultures or races? How do you speak about them when you're home? Does your body language change? Your tone?

Know that the answers to all these questions are far more influential on your children than any conversation you can have with them.

SOME THINGS TO THINK ABOUT BEFORE YOU DIVE IN...

You are your child's mentor. Your children look to you for GUIDANCE on how to behave.



The conversations you want to have with your children about differences and acceptance should be ONGOING.



You can start to have these conversations EARLY with your young children.



If your child is older and you haven't yet spoken to them about diversity and differences, that's OK, you can start now.



You don't have to wait for your child to bring up the conversation. YOU can and should be PROACTIVE and initiate conversation.



No need to lecture or sit your child down for a "serious" talk. These are conversations that should be COMFORTABLY incorporated into your family life.



If your attempt at conversation didn't go as planned, that's ok, TRY AGAIN.



Create an environment that shows your children it's SAFE to be curious and ASK QUESTIONS. Your goal is not to teach your children everything about a topic, this one included. Your goal is to expose them to the EMPOWERMENT that comes with learning and knowing.

YOUR YOUNGER CHILD (2 TO 6 YEARS OLD)



Have family conversations about diversity by bringing awareness to the differences that are ALREADY WITHIN YOUR FAMILY, while modeling TOLERANCE and UNDERSTANDING.

During a calm moment, maybe during dinner or on a drive, you can begin a family conversation:

"Did you notice that I have blue eyes and daddy has brown eyes? What else is different between me and daddy? Yes, that's right, daddy is taller... What else do you see?"

"Can you name 2 things that are different between you and your brother and 2 things that are the same? That's right... you both like ice cream :) what else can you think of? Yes, he is bigger than you."

You can bring up differences among any family members. Whatever is relevant to you. And it doesn't only have to be about appearances, you can talk about differences in abilities or proclivities as well.

"Your sister really likes to play soccer and you don't like to play as much... what do you think about that? Why do you think she likes soccer so much? Is there anything you can think of that you really like to do that she doesn't like so much?"

The idea is to validate for your younger child that, yes, everyone is different and that's perfectly ok. In addition to that, there's no value (or devalue) attached to those differences. They just exist. And in your family, you can openly and comfortably talk about them.

YOUR YOUNGER CHILD (2 TO 6 YEARS OLD)



Include INFORMATION and KNOWLEDGE into your conversations.

Talk about facts. Children are incredibly curious - use that to your advantage. Even with your younger children, don't hesitate to include straightforward facts into your conversations.

"That's right, people come in different colors. See, your skin is darker than mine. Do you know why..? We have this thing called melanin in our skin. Everyone has some. It gives me and you our color. And guess what? Your skin is darker because you have more of it than I do. Yes, that's right... daddy has more too. Who else has more? Ok... and who has less?"

Facts and knowledge make new concepts more accessible while also reducing fear and misunderstanding. Direct information is also an excellent way to engage your young child and is oftentimes more effective than elusive and abstract language such as: "People are all different... isn't that wonderful!"

Yes, people are all different and yes, that is wonderful, but you don't have to "sell" that to your child. Your child is incredibly perceptive and will know when you're just trying to convince them of something. Speaking to your child about differences in a direct and calm way, with no fear or anxiety will be enough to communicate to them that differences exist and that's a good thing.

Imagine your child is interested in volcanoes or dinosaurs or ballet. I'm sure you wouldn't hesitate to engage them in conversations, look facts up on the computer, buy books and toys, watch videos etc. Treat this the same way :)

Knowledge increases understanding and reduces fear.

YOUR YOUNGER CHILD (2 TO 6 YEARS OLD)



Use food and dinnertime to naturally integrate the idea of other cultures into your home.

We all have to eat! And I know many of you are enjoying all types of foods from around the world. Next time you're sitting with your family and having a meal - maybe it's Italian, Thai or Mexican - incorporate that into a conversation:

"You know, I went to Mexico once. Yes, this food we're eating is called Mexican food and it's from a place called Mexico. That's right... I took a plane to get there (encourage imagination). Yes, they have people there and mountains and volcanoes and beaches. The people there sort of look like us, and also sort of don't. I can show you after dinner. And you know what else? They speak another language called Spanish. Yes, that's right... I can show you Mexico on a map when we're done here. "

You can also choose new recipes each week or each month and have your children help you make a special meal that represents another culture. While you're cooking together you can incorporate conversation about the dish and the country it's from.

Young children (and older ones as well) have a hard time thinking outside of their own, subjective experience. They can be largely unaware that there's a whole world outside of their immediate experience that's filled with different people and cultures. You can begin to expand their understanding by having these types of conversations early and consistently. You're modeling an interest and appreciation of other cultures and people.

Of course, in addition to food you can utilize TV, books, movies, music, museums, the internet, maps, family vacations, weekend outings and more to incorporate other cultures into your family conversations and lifestyle.

YOUR YOUNGER CHILD (2 TO 6 YEARS OLD)



If your child is in school, get involved in the school's anti-bias and diversity curriculum.

If your child is in preschool, their school likely has a diversity curriculum. If you're not sure what the curriculum is, don't hesitate to ask your child's teacher and get involved. If you'd like the school to do more, go ahead and ask.

If your child is in daycare you can do the same. If the daycare provider needs some help, be there to offer guidance, bring in books and suggest activities.

Of course each school has different regulations and standards, but generally speaking, the older your child gets the harder it is for parents to be involved inside the classroom. If you're able to, take advantage while your children are young and the opportunity is there.

Expose your family and participate in the holidays and traditions of other cultures.

It's more likely than not, that you know someone from another culture. Maybe a neighbor, a coworker, or a classmate of your child's. Ask to participate in their culture's holidays. And if you don't know someone or don't feel comfortable, you can always learn about the holiday on your own and participate at home with your family.

During Holi, the Hindu spring festival, children squirt each other with colored water and powder. During the African holiday Kwanzaa, millions of people fill their homes with fruits and celebrate family unity and community.

Is there a holiday that you celebrate at home that you'd like to share with your child's class? Go for it! Ask their teacher and create a fun activity for you and your child to share with their classroom.

YOUR SCHOOL-AGE CHILD (7 TO 12 YEARS OLD)



Incorporate your child into the conversation.

Your school-age child is fully engrossed in their own world, actively trying to make sense of social interactions, attempting to figure out where they belong and how they fit in. At this age they may be feeling different themselves quite often, but not yet have the words or understanding to fully express themselves or make sense of their feelings. What you can do is bring up the topics of difference and diversity in a conversation by tapping into your child's own experience of feeling different. You incorporate them into the conversation.

Pick a calm moment (driving in the car... on a walk) and ask questions. Remember it's very important that you're not lecturing, you're having an open and casual conversation.

"Do YOU sometimes feel different? Maybe from your friends? Maybe from your brother? What makes you different? And how does it feel to be different?"

Again, you're tapping into their personal experience and guiding them to identify and understand their emotions. That means you're doing a lot of listening and validating. That can sound like: "Ok, yeah I can see how you feel that way..." & "You know, I never thought about it that way. Can you tell me more?" & "What else do you think about that?"

Making your child aware of their own feelings enables them to become aware of other people's feelings. So, now you can ask:

"Do you think anyone else feels that way too? Maybe a friend? Or someone you don't talk to in school? Can feeling different ever be a good thing?"

YOUR SCHOOL-AGE CHILD (7 TO 12 YEARS OLD)



Talking to your child about derogatory language.

Typically around 3rd grade or so, many school-age children begin to use derogatory language such as, "gay" or "retarded" when describing others. In the process of learning and growing, your child is trying to assert their power, test out social boundaries and try new ways to "fit in." Typically, they really don't yet understand the true scope of what they're saying and how it impacts others.

Pause a second and think to yourself about what language you use at home. Or what language other family members use. Of course, it's very possible that you do not use this type of language and still, your child blurts it out one day.

So, how do you respond? How do you guide your child?

Avoid asking (or accusing): "Where did you learn that? Who taught you that!?"

You're only implying that someone else is to blame and your child will take your lead and find an answer for you. And the truth is, even if this language does originate from a classmate or a neighbor, the fact is your child chose to use it and they need to practice accountability for that choice.

Avoid saying: "That's not nice. Please don't say that. We don't say that in our home."

While all these things may be true, they won't actually inhibit your child from using this language. Essentially, it's not enough.

Try this instead:

"I see you've learned a new way to use that word... This kid that you're calling, "gay" do you actually know that he is gay? Or are you using that word when you really mean something else? Because the word gay means something specific... we can learn more about that together. It doesn't mean what you're trying to communicate right now."

CONTINUED...

YOUR SCHOOL-AGE CHILD (7 TO 12 YEARS OLD)



Talking to your child about derogatory language.

"If you're upset, you can say that, "I am upset." And if you don't like this boy, you can also say that... and I'd like to hear about why you two are not getting along.

If you're trying to be funny, I know you can think of another way to be funny that doesn't hurt anyone else."

I want you to remember you're not lecturing. You want to focus on guiding your child as they are still leaning.

Here's another example:

"It sounds like you're mad at your sister. If you are, then you can say that, "I am mad at you." The word retarded is not the right word to use. It doesn't mean what you're trying to say and actually, it's not a word that's ok to use anymore. We used to call people with intellectual disabilities that word, but we don't do that anymore because it can hurt their feelings.

If you want to learn more about it we can do that together. I know you can find a way to tell your sister what you are feeling without using that word."

YOUR SCHOOL-AGE CHILD (7 TO 12 YEARS OLD)



Pick a country and "travel" there as a family.

Get a map out (or pull one up on your phone 😊) and have your child pick a country. Then, as a family, you can "visit" that country. You can spend the week, or the month exploring that country and its people and customs. What do they eat? What do they wear? What does it look like there? You can listen to songs in the local language, cook some local food together, read some books about it. The options of how you want to incorporate this country and its culture into your home are endless.

And the focus doesn't only have to be on differences. It's important to point out similarities too. What's that country's most popular sport? Soccer? Go to the park and play soccer - you already know how to do that :) Maybe you practice the same religion as them? How about the food they eat or what they look like? Explore any similarities and differences you see.

There may be a neighborhood in your community where people from this country live. Go check it out!

This is an excellent way to engage your children in exploring something new while also spending quality family time together. You're modeling not only the acceptance and appreciation of other cultures, but also the passion for learning new things.

This is also a great idea to do with other family and friends.

I don't want you to feel overwhelmed by this idea. The intention is to create a casual and fun learning experience for the family. Go at your own pace and do what you can. Try it out, I know your kids will love it.

YOUR TEENAGER



Have a dialogue and listen.

Talking to your teen is not easy. This I'm sure you already know. It's hard enough to get them to talk to you about their day, how are you supposed to talk to them about diversity and difference?

Having a conversation with your teen is about you listening... asking questions... and listening more.

Your teen is well aware that diversity exists, of course. And even if you have spoken about it at length within your home, much of what your teen knows about diversity and difference they have learned outside of your home. So, to start, you want to find out what they know, what they think and what they have been exposed to.

And you want to show sincere interest.

"What are you seeing out there? What are your friends saying? In school, what did the cliques look like? What do you think about that? Why do you think those cliques exist?"

As your teen responds, practice active listening. "Ok... I see..." "Uh huh, what else..." "I never thought about it that way, can you tell me more?" Nod your head and listen... nod and listen.

You're not judging, correcting, reasoning or lecturing. Even if you don't agree, keep that to yourself for now. Only after your teen feels heard and validated can you effectively guide them.

YOUR TEENAGER



Use the concept of identity in your conversations.

Teens are actively trying to define and understand identity. Who are they? How do they differentiate themselves from you and others? Where do they fit in? What do they represent?

Use the concept of identity when talking to your teen, opening their eyes to the idea that identity is complex and multilayered. No one is just one thing. Your teen is made up of many layers - help them become aware of this.

"You're a boy... and a brother. What else are you? A student, a basketball player. Ok, you're Irish and Italian. What else?"

Then you can help your teen to understand that everyone is multilayered.

"Your friend Bobby, what are the layers that make him up? That kid that you were upset with the other day... do you think he also plays basketball like you do? Or maybe he likes the same music you do?"

The intention is to expand your teen's point of view and provide perspective. People are many things. The common saying, "first impression is everything" could not be more incorrect. The more impressions you have of someone, the better you understand and relate to them.

YOUR TEENAGER



Get your teen involved.

Within your community there are likely several ways your teen (and your family) can get involved. Getting involved can be joining a local organization, non-profit or charity. Donating time or resources. Your teen can tutor youth, coach a sport in an after-school program, read to kids at a local library, pick up groceries for the elderly.

Encourage your teen to find out what options are available in your community and give it a try. And if there are no options available, you can help your teen create some. The commitment doesn't have to be huge and overwhelming, but it should be consistent.

These types of experiences help to expand your teen's understanding of different communities, interacting with people your teen may not typically interact with. It's comfortable and easy to stay in our familiar bubble, but it's typically outside that bubble where we are pushed to learn and grow, even if it's a little uncomfortable.

Use these experiences to initiate conversations with your teen... "How did it go? What did you think about that?"

Encourage your teen to learn and explore.

Your teen is more than capable of jumping on the internet and looking things up, buying a book, reading articles and blogs etc. Encourage them to explore and learn about the subjects that interest them and pertain to your family. Show sincere interest in what they're reading, seeing on social media, and talking to their friends about. Ask questions and then... you guessed it, actively listen to their answers.

You, the parent or caregiver, should be open to learning from your teen as you'd like them to learn from you.

TIPS FOR ALL AGES

When your child uses **EXTREME** language.

Children are extreme and intense. Think about how often your child (pretty much at any age) says things like:

"You NEVER let me!" or

"Why do I ALWAYS have to?" or

"But, they're ALL like that."

When your child is using extreme language, you can help to guide them to see and understand balance and perspective. Here's what I mean:

"I know it might feel like I never let you, but sometimes I do and sometimes I don't."

"You're right, now I'm saying no and yesterday I said yes. Sometimes we can and other times we can't. Right now is a time when we can't and I'm sorry you're upset about that."

"Does it feel like you always have to? I think there are times when you do have to and times when you don't. Yes, now is a time when you have to."

"Does it seem like they all...? Let's think about that? I know sometimes I do... Have you ever?"

Having a balanced perspective takes practice and time... and then more practice. Be patient with your child (and yourself) and remember they are learning and growing.

TIPS FOR ALL AGES

When your child uses **BIASED** language.

In the same way that children can be extreme, it's also very common for them to use biased language. Using words such as, "stupid," or "weird," or "boring," when what they really mean to express is:

- A dislike
- A fear or discomfort
- An unknown
- A judgement

Help your child to expand their emotional vocabulary so they can learn to properly and effectively express themselves.

For example, your younger child may say something like, "That yellow truck is stupid! I want the red one." Your child is expressing a dislike.

You can say, "It's ok if you don't want the yellow truck, but that doesn't make it stupid. Can you say, "I want the red one, can I have it please?" Can you try that?"

Your child may say, "That person is really short and looks weird." A new experience may be making your child uncomfortable.

You can say, "Yes, that person is short, but that's not weird, it's just different. Maybe it's making you feel a little weird because you've never seen that before?"

Your child may say, "Uh, you ordered vanilla... that's so boring!"

You can say, "Do you mean that you don't like vanilla ice-cream? That's ok, so say that. Say, "I don't like vanilla ice-cream." if that's what you mean."

There are facts and then there are personal feelings and preferences, and you can help your child to navigate the difference while expanding their emotional understanding and vocabulary.

TIPS FOR ALL AGES

Identify your family's values and keep them visible in your home.

Is your household one that values equality and acceptance? Maybe you value giving back and close connections between family members? Religion and hard work? Whatever your family's values are, it's a great idea to write them down and keep them visible for all members to see.

Sit together as a family and have a discussion to identify what your family believes in and values. Include your children in the discussion, even your younger ones, and acknowledge their contributions. They will feel empowered to be included and have their opinions heard.

Write them down and place them in your home where everyone can see. It could be on the fridge or framed and on your wall.

TALKING TO YOUR KIDS ABOUT PHYSICAL DIVERSITY

You're at the market and your child starts to point at someone in a wheelchair. You're at the park and there's a disabled person, your child is staring and asks you loudly, "Mommy, what's wrong with that girl?"

While your natural inclination may be to shush your child, be embarrassed, walk away quickly, or tell them, "that's not nice!" I urge you to not. Think about it, you're modeling for your child that being different is something to be scared of, embarrassed about, or ignore altogether. Children are incredibly curious and perceptive and they look to you for answers to their questions and guidance on how to behave and interact with others.

And yes, I know you do not want to offend the other person, of course not. But think about it from their perspective. Here below is a quote from an article written by Rachelle Chapman, [@rachelles_wheels](#) a mom who is in a wheelchair.

"What parents don't realize is that when you hush your child in a situation like this, you're essentially telling them that this is something they shouldn't ask about. It becomes a taboo subject. If your kid asks you "why is that person in a wheelchair?" Use this as a teachable moment. Simply tell them "their legs don't work as well as they could so they use wheels to get around." If I hear a parent answering their child's question I might stop, smile and let the child see the chair and ask me a question if they would like."

So, what do you do instead?

To begin, if your child has questions, answer them to the best of your ability.

"Yes, you're right, that person does look different. We are not going to point at them, but yes, I can see what you are seeing."

TALKING TO YOUR KIDS ABOUT PHYSICAL DIVERSITY

You can add in some details depending on your child's age and your preference.

"Some people are born this way. Sometimes people get into accidents that change their bodies. Sometimes people get sick. We can talk more about it and learn together if you want."

Use your best judgement and engage the person in a conversation, guiding your child to speak appropriately.

"Remember, first we say, "Hi! My name is... Can I ask you a question?" or you can say, "Is it ok if I look at your wheelchair?" That's right, go ahead."

You can continue to expand the conversation to help your child become aware of more than just the main difference that first caught their attention.

"I know you see that this person looks different from you. What else do you see? They're wearing a colorful shirt, yes. What else? They're also at the store like we are, that's right."

You can compare and contrast differences and similarities.

"We talked a lot about how that person looks different. Do you think there's anything that's the same between you and them? That's right... I bet they like pizza too. What else?"

TALKING TO YOUR KIDS ABOUT COGNITIVE DIVERSITY

We all know of the growing prevalence of autism, ADHD, sensory processing disorders and more among our children. Regardless of your personal views of how or why this seems to be happening, it's pretty apparent that it is happening.

There's a high probability that a classmate/schoolmate of your child's has autism or another cognitive or developmental disorder. How do you empower your child to be open, empathetic and accepting of their peer?

It's important to understand that your child likely does not know why their peer may be somewhat disruptive, have a "special" person with them in class, get excused from class to go to another area, etc. Have a clear and direct conversation with them.

To your younger child you can say:

"Your friend from school has something called a disorder. That means that there are some things that are harder for him to do, that may be a little easier for you. What are some of the things you see that are harder for him to do? Oh...ok, yeah, sometimes loud noises bother me too. What else? What are some of the things that are harder for you?"

"And what does he do when he's uncomfortable or upset? Oh I see, yes, he does that to try and calm himself down. No, it's not weird, it's just different. What are some things you do when you're upset to calm yourself down?"

"We talked about what's harder for him, can you tell me some things he is good at and are easier for him? Oh, he likes trains.. that's cool."

For an older child you can provide more information, look things up together, read books together, watch movies. When you model empathy and acceptance, your children will take your lead and do the same.

TALKING TO YOUR KIDS ABOUT GENDER IDENTITY AND SEXUAL ORIENTATION

It's perfectly ok to begin talking to your child about gender identity and sexual orientation at an early age. And if your child is older and you haven't yet had a conversation with them on these topic, don't worry, it's never too late. Instead of thinking about sexuality and sexual orientation as a single serious conversation you want to have with your children ("the talk"), what you want is to have a series of small, comfortable conversations that are ongoing and encourage curiosity and awareness of differences.

With your younger child you can keep conversations simple and direct:

"That's right... some kids have a mommy and a daddy and some kids have 2 moms. Yes, Billy from class has 2 daddies. What else? Oh, Rebecca lives with her grandma, ok."

Talk about both differences and similarities:

"Some families look like ours and some don't. Can you think of a family that is different from ours? Do you think they love each other like we love each other? Yes, that's right, they do."

With your school-age child don't be afraid to use the appropriate terminology (lesbian, gay, transgender, etc.) If you don't know what to say or how to explain something, use that as an opportunity to learn about it together with your child.

As a parent, if you determine that inclusion and acceptance are values that are important to your family, make sure that those values are represented in your home, in the toys you purchase for your children and in the words you use.

Your goal is to create an environment that embraces curiosity, normalizes differences and encourages acceptance.

GAMES AND ACTIVITIES

THAT ENCOURAGE CONVERSATIONS ABOUT DIVERSITY, DIFFERENCE, INCLUSION, AND ACCEPTANCE

Some of the following games and activities are inspired by:

Nathalie at [@gniappe](#)

Cathy at [@nurturestore](#)

Mandisa at [@happytoddlerplaytime](#)

Markëta at [@schoolathomeandbeyond](#)

Nadia at [@funwithmama](#)

Agnes at [@hellowonderful_co](#)

Vanessa at [@mamashappyhive](#)

Jen at [@mamapapabubba](#)

Shanelle at [@twolightsacademy](#)

Allison at [@inspired_little_learners](#)

Megan at [@letsplaylittleone](#)

[@scholarschoice](#)

Taylor at [@kidsr capable](#)

Hannah at [@babyplayhacks](#)

Please visit their accounts for more great information and activities.

- As a family, go around and list 3 things you're good at and 3 things you're not so good at. Even your youngest children can participate by just listening.
- As a family, go around and list 3 differences & 3 similarities between you and your other family members.
- Include cultural themes in your dramatic and pretend play.
- Create a continent or country themed sensory bin for your younger child.
- Stage a family play based on a book or an important event in history.
- Have a "Travel the World" summer. Choose one country or continent to focus on each week.
- Paint [wooden peg dolls](#) to coincide with your "world travels".
- Make puppets and paper dolls that represent different cultures.
- Play cultural trivia or jeopardy.
- Have a multicultural dance party! Research traditional music from different countries.

GAMES AND ACTIVITIES

THAT ENCOURAGE CONVERSATIONS ABOUT DIVERSITY, DIFFERENCE, INCLUSION, AND ACCEPTANCE

- Create your "neighborhood" or your "classmates" using [multicolored paper dolls](#).
- Make/order a [continent box](#).
- [Family portrait sticky wall](#).
- Paint [rainbow wooden people](#).
- Try these multicultural [faces printable play dough mats](#) - free printable.
- Create "[people of the world](#)" art.
- Keep a [rich library of books](#) on hand.
- Set up a multicultural music or art zone or station around your house.
- Rotate books on your children's shelves to represent diverse cultures and communities.
- Learn about artists from different countries and recreate their artwork with your kids.
- Playing with [emotion and empathy cards](#).
- [Coloring while having a conversation](#).
- Having [representative art materials](#).
- Having [multicultural music instruments](#).
- Welcome diversity [into your play space](#) at home.
- Make [skin tone play dough](#).

BOOKS AND RESOURCES

THAT ENCOURAGE CONVERSATIONS ABOUT DIVERSITY, DIFFERENCE, INCLUSION, AND ACCEPTANCE

A book is a wonderful way to begin a conversation with your child. And we are so incredibly lucky to have an abundance of books available for all ages that deal with topics of diversity and inclusion.

Use books as a way to BEGIN conversations and engage your child, but know that reading a book about difference does not replace having ongoing conversations within your home.

In addition, while it's great to have books around your home that deal with the topics of diversity, struggle and different perspectives, I also urge you to have books that are not specifically about diversity but include main characters that are a different color than you and your family. It's wonderful to learn about black and brown characters, but they don't only need to be seen in the context of adversity. They should be seen in all contexts, thriving and loving.

True inclusion is the understanding that we're all layered beings and yes, there are some differences, but mostly there are similarities.

Check out these excellent accounts for great books and other resources:

- [@thetinyactivist](#)
- [@littlelibraryowl](#)
- [@booksfordiversity](#)
- [@inclusivestorytime](#)
- [@diversereads](#)
- [@diverse_kids_books](#)
- [@littleblackbooknook](#)
- [@helpingkidsrise](#)
- [@puzzlehuddle](#) - puzzles with diverse characters
- [@harperimandolls](#) - brown and black dolls
- [@bilingual_birdies](#) - bilingual music classes for kids
- [@storytimemelange](#)
- [@hereweread](#)
- [@thebrownbookcase](#)
- [@50states50books](#)
- [@blackbabybooks](#)