



COLLEGE & ADULT ED

★ RAINBOW KIDS ★



ABOUT RAINBOW KIDS

What is Rainbow Kids?

Community Equity Collaborative (CEC) launched an initiative called Rainbow Kids to **increase knowledge and awareness about topics related to sexual orientation and gender identity/expression (SOGIE) in early childhood** and work toward a more expansive world for all children.

Who is this guide for?

This guide is for the **instructors of college courses, adult education or other training programs**. This guide combined with the resources on the Rainbow Kids website allow you to bring Rainbow Kids content into more formal education settings. This document includes:

- Overview & instructions for video library
- Discussion prompts for instructors/professors
- Reflection Handouts for participants/students

We highly recommend that instructors also review the general Facilitation Guide.

How is this different from the Rainbow Kids Webinar?

Community Equity Collaborative offers two types of learning resources: a 90-minute webinar for informal or community-based settings and an adaptation of the webinar for formal education settings, such as college courses or adult education programs.

The 90-minute webinar provides practical information for parents, caregivers, and educators on understanding LGBTQ+ identities, practicing inclusive language, managing messages about gender and family, and the power of affirmation. Informal sessions include strategies, resources, scenarios, and prompts to engage participants and support young children.

For formal education settings, **this resource is adapted to allow professors instructors to integrate Rainbow Kids as a module or supplement within a curriculum.** While the Rainbow Kids webinar or presentation is typically singular event, this material is designed to be a component of a more comprehensive course or program.

What types of classes can use Rainbow Kids?

Rainbow Kids can be a valuable module in formal inclusivity and diversity training programs or as a unit in psychology, sociology, or child development courses. It can supplement existing curricula by addressing gaps in applying SOGIE (Sexual Orientation, Gender Identity, and Expression) topics in early childhood settings. For example, in psychology and sociology courses, it offers **insights into child identity development and cultural competency.** For child development courses, it provides **examples of developmentally appropriate practices for discussing SOGIE topics.** Integrating Rainbow Kids enriches training, equipping educators, psychologists, and sociologists with the skills to support **diverse and inclusive environments for young children.**

RESOURCE OVERVIEW

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Video 'How To' Guide

The Rainbow Kids video library is designed for the college classroom context. Students can watch this video as a group or instructors can assign it for viewing ahead of time to support in-class discussion. Instructors may feel adapt the content to fit the course's learning goals, so long as alterations do not misrepresent the primary themes, objectives or messages. The main goal is to expand knowledge around gender inclusivity and create a welcoming environment for all gender identities in the early childhood classroom or settings where adults are supporting young children.

The video is curated into the following sections:

- Introduction and Concept(s) Overview
- Early Childhood Development Concepts
- Early Childhood Development Strategies
- Additional Video Shorts and Resources

Instructors may use case examples from the early childhood classroom to show how small actions can have a big, positive impact. The last section provides actionable strategies and 'how-tos' for immediate implementation, along with support accessing additional videos and online resources.



RESOURCE OVERVIEW

05

Instructor Discussion Prompts

The discussion prompts portion of this guide functions similarly to a lesson plan, offering a combination of information and resources. It includes questions you can use during your lecture to engage students in meaningful discussions that encourage reflection and reinforce learning goals and outcomes. This section is specifically designed to be a resource for you, the instructor. Additionally, the guide provides a participant Reflection Handout, which is intended for the students.

Participant/Student Reflection Handout

CEC developed a library of video shorts and resources to supplement original webinar content. In these videos, family members and faith leaders offer stories and perspectives on WHY it is important that we all work towards a more inclusive world and HOW we can support the young children and families in our lives. In addition, we created a Facilitator's Guide that equips others to deliver Rainbow Kids content. These new resources will go live in summer 2024.



INSTRUCTOR DISCUSSION PROMPTS

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Introduction and Concepts Overview

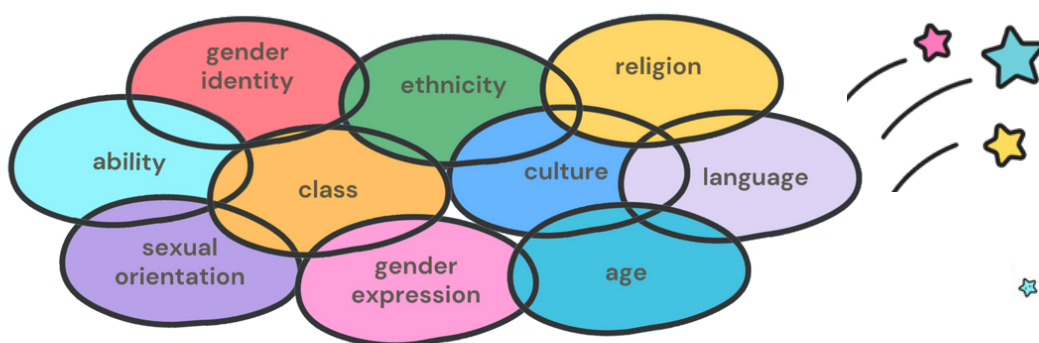
The first section of this video library introduces the concepts and learnings from Rainbow Kids and how to integrate them into your early childhood classroom. This section emphasizes the importance of self-reflection for early childhood teachers, considering how our lived experiences influence what we bring to the classroom.



Intersectionality

To effectively understand and apply these concepts, it is crucial to engage in learning and self-reflection on what intersectionality means. The videos briefly cover this topic, but it should be a main starting point for deeper exploration.

Before discussing early childhood development, we must first examine ourselves. This begins with understanding a) what intersectionality means and b) what your own intersectional identity looks like. Start by watching Kimberlé Crenshaw define intersectionality [HERE](#) and then complete the Social Identity Wheel Exercise [HERE](#) with the group. For current and future teachers, being aware of your own intersecting identities and how they might manifest in different spaces or situations is essential.



INSTRUCTOR DISCUSSION PROMPTS

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The Gender Binary

Reflect on your own understanding of the gender binary:

- How has it been reinforced throughout your life?
- What cultural or societal factors influence the way that we perform gender?
- What roles accompany specific binary concepts?



Defining Cisgender, Transgender, and Nonbinary

Reflect on your own understanding of this terminology:

- Are these concepts familiar or unfamiliar?
- Notice what might make you uncomfortable about them. What about your reaction stands out to you?
- How might these conceptualizations of gender expand your ability to support all children?



RAINBOW KIDS

INSTRUCTOR DISCUSSION PROMPTS

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Embarking on Your Learning Journey

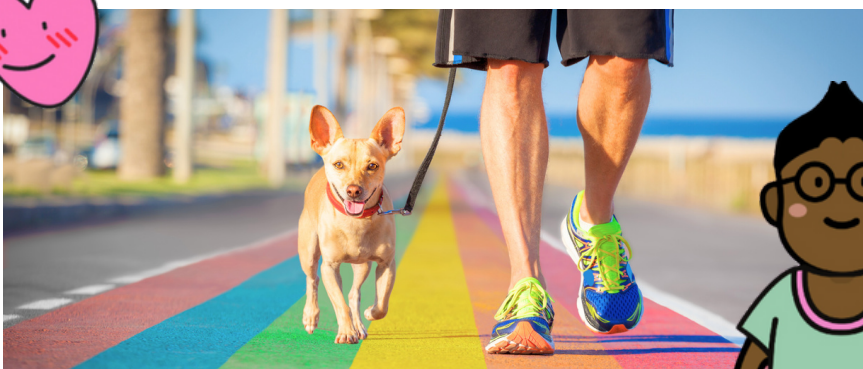
Reflect on how to adopt a learner's mindset:

- As teachers, we might feel that we need to know everything. How can we break down this notion and make space for learning and development at all times? How to approach things with curiosity and wonder?
- How do we encourage students to learn and also reaffirm that it is alright for us (as teachers) to learn alongside them?
- Sometimes admitting we are wrong is the hardest thing to do; how can we address mistakes and demonstrate our ability to recover, repair, and learn how to manage a situation better next time?



Early Childhood Development Concepts

- Have you observed these early signs of gender recognition in your students? If so, how? If not, why not?
- What resonated with you about the risks of staying silent? What have you seen reflected in your own classrooms or even in your own childhood experience?
- When you look at kids toys in the store, and you think about the early stages of childhood development, what is reinforced or rejected by the traditional gender binary? What is reinforced or rejected by more gender neutrality in clothes and toys?
- Why is it especially important in these early stages of development to allow children to self-define rather than define for them? What other influences are at play at this stage of their development?



INSTRUCTOR DISCUSSION PROMPTS

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Early Childhood Development Strategies & Next Steps

This grouping of videos provides the viewer with tangible examples of how to address specific issues.

- First: Identify 2-3 scenarios which you feel comfortable addressing. Then ask yourself:
 - Why might it/these be easy?
 - What is already familiar about it/them?
- Second: Identify 2-3 scenarios you might feel particularly uncomfortable addressing. Reflect:
 - Why is this particular topic difficult to approach for you?
 - What societal and cultural influences might encourage you to resist or reject this issue specifically?
 - As we learned earlier on in the social identity wheel exercise, intersectional identities influence various (and sometimes surprising) parts of our lives. How is your intersectional identity coming into play in this particular instance?

These 'how to' videos might make it seem easy to address issues in the classroom around gender identity as well as how to approach parents about these sensitive topics. Reflect:

- What realistic steps might you need to take in order to make the seemingly 'harder' strategies a bit 'easier' and/or normalized in your classroom?
- What cultural and societal influences are at play in your classroom which might create roadblocks, and what are tangible ways of overcoming those roadblocks? I.e. How are you going to put theory and hypotheticals into action?



REFLECTION HANDOUT

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Part 1: Rainbow Kids Presentation



RAINBOW KIDS REFLECTION HANDOUT



Part 1: Rainbow Kids Presentation
What did I learn?

What scenarios resonated?



Who can benefit?
At my school (children & staff)?

In families?

In my community?

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REFLECTION HANDOUT

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Part 2: Part 2: Q&A, Intersectionality, Faith & Culture and Friends & Family



Part 2: Q&A, Intersectionality + Video Shorts

What did I learn?

How does intersectionality shape my perspective?

What resonated?



Who can benefit?

At my school (children & staff)?

In families?

In my community?

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REFLECTION HANDOUT

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Part 2: Part 2: Q&A, Intersectionality, Faith & Culture and Friends & Family



Next Steps

What steps can I take following this presentation?

How will this information equip me to bring more inclusive practices to my community?



Partners

Are there other early educators I can collaborate with?

What potential partners or allies, in my community can I work with?



RESOURCES

Find resources including info sheets, support organizations & LGBTQ+ inclusive books to continue practicing and learning.



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REFLECTION GUIDE

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Next Steps - Plans (the 'how' for creating inclusive environments)



What steps can I take following this lesson/presentation? Specifically, what am I going to integrate into my own classroom right away?

What concepts seem more difficult and who can I reach out to in order to navigate integrating this into my classroom?

How will this information equip me to bring inclusive practices to my classroom and my community?



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REFLECTION HANDOUT

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Next Steps - Partners (the 'who' in my community)

Reflect on the reality of integrating some of these new learnings into your classroom: what do you need in order to practice or feel comfortable utilizing these resources realistically?



Are there other early educators I can collaborate with?

What potential partners or allies in my community can I work with?

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REFLECTION HANDOUT

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Next Steps - Plans (the 'how' for creating inclusive environments)

Who can help me more fully understand these concepts and how to integrate them into my classroom?

This is an ongoing learning journey; who is going to travel alongside me and help to keep me accountable?



RESOURCES



Find resources including info sheets, support organizations & LGBTQ+ inclusive books to continue practicing and learning.



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QUICK LINKS ACCESS

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One Pagers

- [The Basics](#)
- [Simple Ways to Discuss](#)
- [Nature vs Nurture](#)
- [Diverse Families](#)
- [Public Health](#)

Videos

- [Full Presentation](#)
- [Q&A](#)
- [Intersectionality](#)
- [Faith & Culture](#)
- [Friends & Family](#)
- [College & Adult Ed](#)

Facilitation & Instruction Guides

- [General Facilitation Guide \(for presentations or webinars\)](#)
- [Instructor Guide for College & Adult Ed \(This document\)](#)

Spanish Resources

- [Slides](#)
- [Script](#)
- [One pagers](#)
- [Videos](#)
- [Online Resource library](#)

Presentation Materials

- [Slides](#)
- [Script](#)

Online Resources Library

- [Link to partner organizations, hotlines, reading lists and more.](#)



RESOURCES

Find resources including info sheets, support organizations & LGBTQ+ inclusive books to continue practicing and learning.

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CEC TEAM

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Dayna Chung (she/her)
Executive Director



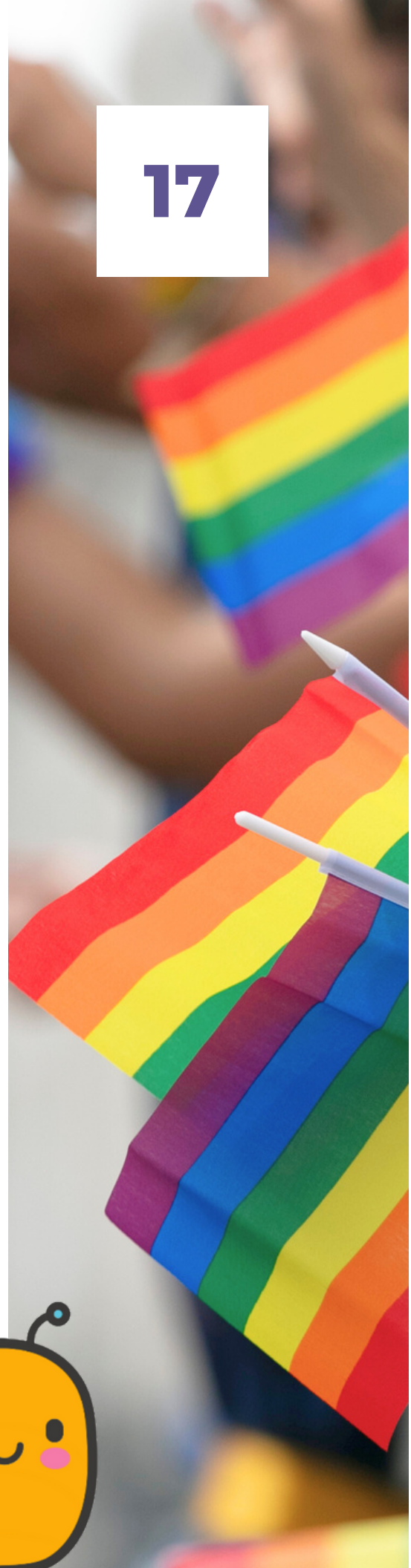
Jen Sheldon (she/her)
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Director, Operations & Finance



Heather Hopkins (she/her)
Organizing Member



OUR PARTNERS

CEC engaged a multitude of local partners for their expertise and professional as well as lived experiences in education, advocacy, public health, mental health, facilitation, and training particularly in the context of early childhood and LGBTQ+ youth. The individuals listed here are the core group of consultants, experts and facilitators who were integral to the creation, adaptation, and delivery of Rainbow Kids.



Azisa Todd (they/them)
LBTQ Health
Equity Consultant



Nathaniel Flynn (he/him)
Professor of Early
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Tania Cisneros-Ventura (ella)
Family and
Marriage Therapist



Jen Ventura (ella/elle)
Trainer and Consultant,
Early Childhood Education



Hannah Yanow (she/they)
Lecturer and Consultant,
Inclusion and Belonging



Israel Cruz (he/him)
Mental Health and
School Counselor



THANK YOU

Thank you for bringing Rainbow Kids to your programs and classes. Your dedication to promoting inclusivity and diversity is invaluable. By incorporating Rainbow Kids, you are helping to create a more inclusive and supportive environment for future educators, caregivers, and community members. Your commitment to fostering understanding and acceptance in our communities enables us to do this essential work and brings us closer to a world where all children feel safe and welcome to be their true selves.



www.communityequitycollaborative.org

INTENDED USE

Rainbow Kids is designed to provide age-appropriate information for parents, caregivers, educators, and community members who engage with young children. This content is not intended to be delivered directly to young children. Rainbow Kids content and materials are copyrighted by Community Equity Collaborative. This content cannot be altered or reproduced in any way that misrepresents its primary objectives, themes, or messages. Community Equity Collaborative is not liable for any responses individuals or organizations may encounter as a result of distributing these materials. For inclusive resources for story time or screen time for kids, please visit our website at Rainbow Kids Resources.



Community Equity Collaborative

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