



Book Title: *My Two Cool Moms*

Author: Kristine Ebona

Ages: 2-6 years

Identities/Lived Experiences/Themes in This Book

Feelings
Kindness
Community
Identity affirmation
Identity safety
General racial/ethnic diversity

Bi/Multiracial identity or relationships
Same-gender relationships
Multigenerational relationships
Families separated
Single parent

Anti-Bias Education

Social-Emotional Learning

- **Empathy and Understanding**
- **Healthy Complex Identities**
- **Respect Across Differences**
- Notice, Name, and Reject Bias
- Responsiveness and Action

- **Self-Awareness**
- Self-Management
- **Social Awareness**
- **Relationship Skills**
- Responsible Decision-Making

Persona Doll Guide Units

Persona Doll Connections

- Creating Safety and Belonging
- Understanding You and Me
- **Valuing Families**
- Building a Community

Two Lesbian Moms

- All About DeShawn - p. 15
- DeShawn celebrates Easter and Pride - p. 77
- DeShawn, Nick, and Allana talk about different kinds of families - p. 88
- DeShawn goes to the state capitol - p. 124
- DeShawn hears, "You can't have two moms" - p. 126

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Background Information for Educators

Children will be curious about other people's families. This is normal as they expand their experiences and come in contact with others whose family structures are different from theirs.

This book provides children with the opportunity to see that all families are different, and that love is what makes a family. Sharing books and stories about a wide variety of family structures helps children feel affirmed and normalizes the many ways families are different. This story shows that most families have more similarities than differences and have many things to celebrate.

Additionally, reinforcing the thing all families have in common, especially love, can help expand a child's understanding of the many ways families look. This positive and intentional representation helps lower bias levels and builds identity safety around diverse family structures.

Note: It's important to allow children to name who is in their family beyond who they are related to. Many children have people in their lives who are considered part of their family but who would not traditionally be considered family members through blood or law. Encourage children to open to more expansive definitions of family. For more information on how to affirm all children's families, refer to the **Family Structure Resource Guide in the AmazeWorks Persona Doll Guide, starting on page 168.**

Reflection Questions for Educators

1. How did your family structure affect the way you felt growing up? Did you see your family reflected in the families of your peers or the media?
2. How were families discussed and/or celebrated in your school experience? Did it feel inclusive of different family structures?
3. How are families invited to be part of their child's classroom experience? How do you know if all families feel welcome and represented?
4. How can you make sure that all families are represented and celebrated?



Book Summary: Read this to children before reading the book

Today we are going to read a book that celebrates families called *My Two Cool Moms*. This book is about a child who has two awesome moms. The book shows all the special things the child's moms do. Each mom has her own way of showing love, and both make the child feel happy and safe.

Discussion Questions

For 2-4 year-olds:

1. Who is in your family? Who are your grown-ups?
2. How do grown-ups take care of, love, their children?
3. How do children show love for their grown-ups?
4. How is your family like the ones in the story?

For ages 5 and up:

1. In the book, Ms. Mary asks the class, "What makes your family unique?" Unique means something that is special in its own way. Think about your family, what makes your family special?
 - a. Is that the same or different from some of your classmates?
2. In the book, Sydney explains that she lives with her grandma and that her grandma is her mom and her dad. What happens when she shares this? (Some students laugh.)
 - a. How did that make Sydney feel?
3. Why did Kendrick feel scared to share about his family?
 - a. How did his feelings change? What helped him to feel brave?
4. Do you think Shane felt scared to share about his family? Why or why not?
5. What do you like to share about your family?



Extension Activities

1. Family Block

Collect shoeboxes for each child. Have students decorate their boxes with family photos (sent in by caregivers), drawings, etc. that represent their families. Give students the opportunity to share about their box. Cover the box in clear packing tape to protect the decoration and keep them in the “block center” of the classroom.

2. Who Is in My Heart

Give each student a blank heart to draw pictures of their family. Have students write or dictate who the family members are.

3. Family Equations

In the story, the boy feels scared to share about his family because he doesn’t have the same family as Nahid. He imagines a family like a number sentence/math equation. However, he learns that while families are made in different ways, they all equal love. Have students use a combination of drawing, dictating, and/or writing to create their own family equation that equals love. (dad + dad + child = ♡, grandma + child = ♡, etc.)



4. Love Schedule

Have students brainstorm all the ways that families show love (cooking, cleaning, reading, playing, snuggling, etc.). Use the brainstormed list to create a schedule of a day in the life of a family. This can be a fictitious family (such as the character in the book) done as a whole class or done by students individually. Give students a standard template such as morning (makes breakfast, helps me get dressed, etc), afternoon, (takes me to the park, makes lunch, etc.) and evening (makes dinner, gives me a bath, reads a bedtime story, etc.), allowing space to add in additional events.