

Identities & Themes

- General Racial/Ethnic Diversity
- Bi/Multiracial Identity or Relationships
- Same-Gender Relationships
- Ability/Neurodiversity
- Religion/Faith
- Community
- Identity affirmation
- Identity Safety
- School success

Teacher Reflection Questions

1. What does welcome mean to you? Think back to when you were first in a classroom. What made you feel welcome or safe?
2. If you didn't have those feelings, what made it feel unwelcome?
3. What do you think your children need to feel welcome and safe in your classroom?

Background Information for Teacher

This book gives children the opportunity to see children and families who are similar to them, as well as children and families who are different. Children need to see examples of actively showing respect for differences and the different ways that people show care and concern for each other. This book also gives examples of different ways they can practice sharing and caring for each other. Through this book, children learn that each of us needs different things to feel welcome, which helps them value differences and reject messages that make differences frightening, negative, or bad.

Anti-Bias Education Tenets

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

Social-Emotional Learning

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

Read this to the students before reading the book:

Today we are reading a book about making sure that everyone feels welcome in school. This book has lots of colorful pictures of children and their families and shows many ways to help everyone feel welcome. We want our classroom to be a welcoming place for all. Not everyone always feels welcome in a place, sometimes because of their differences. Let's read this book and talk about how we can work together to make our classroom welcoming and safe for all.

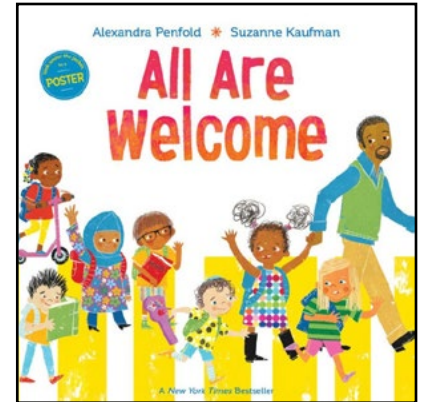
Discussion Questions (essential questions bolded)

1. Show the class the cover of the book. What do you notice about the cover? Who is welcoming? How can you tell?
2. What does welcome mean to you?
3. **What does welcome feel like to you? What does it look like? What does it sound like?**
4. What helps you feel welcome in a new place?
5. **What helped people in the book feel welcome?**
6. **How do we show that everyone is welcome here?**
7. Let's look at the pictures and see if you can see anyone who looks like you or your family.

Journal Prompts & Extension Activities

Welcome Activities

1. Ask the children to draw their favorite place in your classroom or school.
2. Ask them to tell what they can do to make a new student or visitor to the classroom feel welcome. Create a "Welcome" book or poster with their ideas.
3. Draw or act out a "Welcome Scene" to show what it would look, sound, and feel like to welcome someone to the class.



Literacy Connections

- Poetry
- Identify theme or main message
- Use illustrations/pictures/photos to gain information
- Make inferences
- Make text connections (to self, text, the world)
- Rhythm and rhyming
- Repetition

SEL Standards

- S1.10 Demonstrates increasing confidence and inclination to express opinions and ideas.
- S2.6 Shows increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities
- S2.7 Demonstrates growing interest in and awareness of similarities and differences between self and others