1. Issue
   a. Children (and adults) learn from the books they read. The images contained in materials serve as both implicit and null curriculum (Elliot Eisner) about who a person is and can become. When children read books that center whiteness by only showing white children and adults, or only showing certain ethnicities or races doing particular activities, the reader implicitly takes in what they can or cannot do.
   b. Research question: what are some available resources for children’s education that go beyond white normativity? This poster session features books for children that center children of color and a variety of ethnicities, which include religious beliefs and practices, fighters of injustice, and kids simply being kids. These materials for children that do not center whiteness can contribute to the religious education of children (whether the materials themselves are religious or not) by showing the variety of persons in the world.

2. Methodology
   a. Inclusivity in Children’s Religious Education: Children’s books have featured white children for far too long. Many children of color long to see books with children and adults represented that look like them. Children’s books, whether religious or not, provide connection with adults who read the books to the children, as well as show examples of what children can become in their lives. Religious education does not just take place in religious spaces – children who are exposed to works of social justice via a book read to or with them can connect the dots between their faith and their actions toward promoting the kin-dom of God. Reading aloud to and with children is not a new practice, but the choice of what books are read can be. Children’s books that do not center white children and white adults need to be read to and with all children. Nurturing adults that read to and with children can help children to draw connections between faith and the content of the books.

3. Primary Sources
   a. The Children’s Defense Fund Freedom Schools Program\(^1\)
      i. This program offers a reading curriculum that focuses on using books that feature children and families of color; significant historical figures in racial, economic, gender, and class justice; and persons of a wide variety of ethnicities. The books they use for their curriculum can help children develop higher self-esteem, learn about and value a world that is larger than themselves, and encourage them to pursue their dreams. I present for exploration a wide variety of resources, some chosen and

\(^1\) [https://www.childrensdefense.org/programs/cdf-freedom-schools/]
used by the Children’s Defense Fund Freedom Schools Program, that counter the white normativity typically found in books for children that are used in schools, homes, and churches.

b. A Mighty Girl
   i. A Mighty Girl is an on-line resource that curates the largest selection (over 2000 titles) of books for “smart, confident, and courageous girls.”
   ii. Many of the titles featured by A Mighty Girl revolve around women and girls of color and their adventures, aspirations, and achievements. They frequently highlight special collections:
      2. African American History and Historical Fiction
      3. Religion and Spirituality

---

² https://www.amightygirl.com/books
³ https://www.amightygirl.com/blog?p=9881
⁴ https://www.amightygirl.com/catalogsearch/result?q=african%20american%20history
⁵ https://www.amightygirl.com/books/general-interest/religion-spirituality