ANTIBIAS EDUCATION GOALS
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The following goals are for ALL children. The specific issues and tasks necessary for working towards these goals will vary for children depending on their CULTURAL backgrounds, ages and life experiences.

• NURTURE EACH CHILD’S CONSTRUCTION OF A KNOWLEDGEABLE, CONFIDENT SELF-IDENTITY AND GROUP IDENTITY
This goal means creating the educational conditions in which all children are able to like who they are without needing to feel superior to anyone else. It also means enabling children to develop bi-culturally—to be able to effectively interact within their home culture and within the dominant culture.

• PROMOTE EACH CHILD’S COMFORTABLE, EMPATHIC INTERACTION WITH PEOPLE FROM DIVERSE BACKGROUNDS
This goal means guiding children’s development of the cognitive awareness, emotional disposition, and behavioral skills needed to respectfully and effectively learn about differences, comfortably negotiate and adapt to differences; and cognitively understand and emotionally accept the common humanity that all people share.

• FOSTER EACH CHILD’S CRITICAL THINKING ABOUT BIAS
This goal means guiding children’s development of the cognitive skills to identify “unfair” and “untrue” images (stereotypes), comments (teasing, name calling), and behaviors (discrimination) directed at one’s own or others’ identities (be they gender, race, ethnicity, disability, class, age, weight, etc.) AND having the emotional empathy to know that bias hurts.

• CULTIVATE EACH CHILD’S ABILITY TO STAND UP FOR HER/HIMSELF AND FOR OTHERS IN THE FACE OF BIAS
This “activism” goal includes helping every child learn and practice a variety of ways to act: (a) when another child acts in a biased manner toward her/him, (b) when a child acts in a biased manner toward another child, (c) when an adult acts in a biased manner. Goal four builds on goal three: Critical thinking and empathy are necessary components of acting for oneself or others in the face of bias.

These four goals interact with and build on each other. Their combined intent is to empower children to resist the negative impact of racism on their development and to grow into adults who will want and be able to work with others to eliminate all forms of oppression. In other words, the underlying intent is not to end racism in one generation by changing children’s attitudes and behaviors, but to promote critical thinkers and activists who can work for social change and participate in creating a caring culture in a world of differences.
As you are exploring the four Anti-bias Education Goals, ask yourself critical questions regarding the underlying meaning of each of the goals. Always think about how it relates to yourself as well as what it would look like if you offered a comprehensive program that reflected the four goals.

1. **Goal #1:**
   a. What does it mean “creating educational conditions”?
   b. What would it look like if a child “felt superior” to another child?
   c. What does “developing bi-culturally” mean?
   d. What does it mean when it is stated in goal #1 “group identity”?

2. **Goal #2:**
   a. What does “empathic interaction” mean?

3. **Goal #3:**
   a. Identify examples of: “unfair and “untrue” images.
   b. Identify examples of: comments (teasing, name calling)
   c. Identify examples of: behaviors
   d. What is meant by “having the emotional empathy to know that bias hurts.”

4. **Goal #4:**
   a. Identify some of the responses a child may exhibit when demonstrating “activism“ in (a), (b), and (c) of the goal.

Define, in your own words: “critical thinking” and “empathy”