

**ANTI-BIAS EDUCATION GOALS**  
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Revised, 1997 (modified in 2007 for this exercise)  
**Applying the Goals for Adults**  
Fall 2009

The specific issues and tasks necessary for working towards these goals will vary for members of your work group depending on your CULTURAL backgrounds, ages and life experiences. Focus on the following Anti-bias Education Goal as a work group and discuss the expectations for implementing this goal as *an Early Childhood Educator and for Children.*

**Goal #1**

**• NURTURE CONSTRUCTION OF A KNOWLEDGEABLE, CONFIDENT SELF-IDENTITY AND GROUP IDENTITY**

This goal means creating conditions in which you are able to like who you are without needing to feel superior to anyone else. It also means enabling yourself to develop bi-culturally -to be able to effectively interact within your home culture and within the dominant culture. What is meant by group identity for you?

**Adult:**

- Learn about different cultures
- Meet with families to relate to home-life
- Open possibilities to explore different cultures within classroom, such as International Day
- Talk about physical appearances differ (those we can and cannot control)
- Every child receives same consequences (remember, every child is unique)

**Child:**

- Celebrating cultural holidays
  - Celebrating birthdays differently based on culture
  - Require participation on International Day (avoid the Tourist Approach trap)
  - Activities to promote self-identify
  - Show pictures of different kids and have an open discussion of what they think about the kids in the picture
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**How do Implement:** (Teachers need to)

- Have to have an understanding of differences
- Have confidence in their own self identity
- Have to understand the different social classes and experience them.

**What the Children Do:** (What teachers provide for)

- Opened discussions
- Self portrait and a list of things you like about yourself (share)
- Pot luck - have kids bring in foods from their own culture
- Sit in groups and share likes and dislikes, commonalities

**Goal #2**

**• PROMOTE YOUR COMFORTABLE, EMPATHIC INTERACTION WITH PEOPLE FROM DIVERSE BACKGROUNDS**

This goal means developing 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. What do you have to do to achieve this?

**Yoursel:**

- Be respectful to everyone's uniqueness

- Coming up with creative activities
- Be open to children's ideas and be ready to turn it into a curriculum
- Have a family night - get to know your group
- Researching the different cultures

#### Children:

- Get to know each child's background
  - Make a list of how you would like to be treated (classroom agreements)
  - Drawing a portrait of yourself
  - Find each others common interest
  - Have a family social night
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- To implement this goal, I would like to visually show them the differences with a cultural day to bring different foods, objects from their backgrounds - that way they can become comfortable with the idea of differences in culture! \*Implementing cultural music/dancing! (remember to avoid the tourist approach)
  - Bringing in hands on objects or crafts, photos, video that the children are able to keep and identify with from different cultures, also implementing the differences in growing up with disabilities because they may be born in the same place as the rest of the children but their daily life is very different.
  - Be sensitive to different beliefs/backgrounds with holidays!
  - Talk, as a group, to implement what cultural differences are being brought in to the classroom. Being sensitive to the children that have different lifestyles and traditions such as children without parents at home or children that don't celebrate certain traditions.
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- We need to be understanding/able to help children understand it's O.K. to be different.
- Promote self-confidence/being open to others
- Honor/notice ALL cultural holidays (without becoming a holiday only curriculum)
- Bringing food, dress, etc. of something from your culture
- Re-enacting real-life experiences through different cultures
- Creating a multicultural classroom
- Looking deeper than the skin/looking at character
- Discussing commonality with each other (age, height, hair, hobbies)

### **Goal #3**

#### **• FOSTER YOUR CRITICAL THINKING ABOUT BIAS**

This goal means developing 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. What steps will you take to achieve this goal?

- Ask kids "why" - engage them in explaining reasons for opinions/bias
- Establish concept of "fair" and "unfair" in relation to biases
- Make abstract concept of empathy concrete by relating it to something they know
- Stories of fictional character's to allow kids to empathize and put themselves in another's shoes.
- Have children get to know each other by playing various games that ask questions about hair/eye color, first language, who is in your household and other cultural aspects.
- Group skits about discrimination and teasing. "Sally" is getting teased because her shoes are different. How would you solve it? How would you make everyone feel better? Draw pictures of when someone treated you badly for being different and how you felt and dealt with it.
- Go around in a circle and say something nice about everyone in class.
- Bring stereotypes to the table. Define them so children know what to do if they are presented with them (skits)

- Go around in a circle and ask and answer; what are you good at and what do you want to be better at. By working together we can do anything!

(explore the use of persona dolls and be sure to keep everything age appropriate)

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#### As an Educator:

- Teach them about other cultures
- Books on bullies, feelings and emotions
- Puppet shows: such as manners, being polite and behaviors

#### Implement:

- Pictures of family and have them share what they love to do with family and maybe try to incorporate it in the classroom
  - It's fun to have friends and play together
  - Talk about what did we learn. What's not nice/what was nice
  - Maybe have a quilt they take home and color/pictures about family
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- Have interracial groups with the school (doing what? remember this is ECE)
  - Show respect while explaining all the people are equal no matter what they look like
  - Putting themselves in the other people's shoes
  - Have pictures of multi-racial people in the classroom
  - Scenario - ex. Freedom Writers: Make every student close their eyes. Ask a question. Have them raise their hands if they relate to the question then finally, have them open their eyes to see what the results were. This activity will show the other kids how much they are alike without the races of other children interrupting.
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### **Goal #4**

#### **• CULTIVATE YOUR ABILITY ABILITY TO STAND UP FOR YOURSELF AND FOR OTHERS IN THE FACE OF BIAS**

This "activism" goal includes learning and practicing a variety of ways to act: (a) when another person acts in a biased manner toward you or others, (b) when you act in a biased manner toward another person or group. Goal four builds on goal three: Critical thinking and empathy are necessary components of acting for oneself or others in the face of bias.

#### Skills We need as a Teacher:

- Setting an example
- Being accepting
- Open minded
- Aware and educated of different cultures
- Being Observant
- Helping children through critical thinking

#### How to Help the Children Gain These Skills:

- Support the children - interactions
  - Incorporating family and cultures
  - Introduce children to each other
  - Sharing, give them a chance to get to know each other
  - Books about specific topics
  - Imaginative play - let them learn through play
  - Have the children think about what they said or did and why they did it.
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- Being open minded about diversity
  - Address the whole class about cultures
  - Culture being shared
  - Set up a meeting and discuss views on both sides
  - If you can't say anything nice, don't say anything at all
  - Don't be afraid to voice your opinion
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• Setting rules for the child (working agreements), mutual respect, the teacher setting example, caring for each other, accepting diversity, sharing about other's families, involve the kids in the curriculum/active learners, using the "Golden Rule", incorporate in lesson plan/increase self-confidence and pride of origin/heritage/culture.

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**NOTE:** When you continue to work on addressing each of the Anti-bias Educator Goals this semester and as an Educator, be sure to keep in mind the age in which you are working. Keep it meaningful and real!

The four Anti-bias Education Goals interact with and build on each other. Their combined intent is to empower each person to resist the negative impact of racism on their development and to grow as 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 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.