ANTI-BIAS EDUCATION GOALS
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Revised, 1997 (modified in 2007 for this exercise)
Applying the Goals for Adults
CDES 122 Principles of Early Childhood Education
Spring 2010
Second Week of Class (First view - Beginning step in understanding)

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?

• Allow student to bring in small items to class in order to identify self interest through a collage.
• Have student share with each other and allow them to give compliments by discussing differences and similarities.
• Giving each student a job to help contribute with various tasks around the classroom. Rotate jobs to ensure each student has equal responsibility.
• Have students create a circle and ask each student to give a compliment about the person sitting to the right of them.
• Create a “student of the week” program where each student in class will bring in pictures and items to share with the class. Allow each student to participate and selecting a new student each week.

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• Keeping conversations at child’s cognitive level.
• Provide books and materials of different cultures.
• Four corners game that provides opportunities for children to see differences and similarities with each other.
• Give opportunities to learn about other cultures - food - dress - language - religion...
• Talk about different holidays of different countries and religions.

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• Give each student equal attention, tasks and activities [look at equity rather than equality]
• Seating charts [not appropriate for early childhood]
• Assign groups for projects [why?]
• Positive feedback
• Show and tell cultures [avoid the tourist approach]

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• Activity about the children’s different cultural backgrounds. They can share favorite food, music, clothing and let classmates know why they enjoy it. We could make multicultural collages and display them in the room. In response, the other children get to know that child’s individual and unique background. Children can share what they wear, eat and play. Children can explore their differences and likenesses in a positive way.
• As a teacher, our job would be to re-direct their view from the stereotypes they may know.
  Mainly, to get the children to recognize we live in the world together.
**Goal #2**

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

This goal means developing 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?

- Learning different words in different languages (ex. “hello” and “thank you”)
- Introduce different foods, traditions, and cultural characteristics in two week sections.
- Learning about respect and what it means and how to implement it.
- Appreciation and accepting differences in others.
- Sharing, show-n-tell, learning about each child in the classroom and how their home life is.
- Using resources: books, toys, music to show being comfortable with different things.
- Discussing feelings and emotions.
- Guest speakers: storytelling

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- We don’t believe that simply talking about this to the children will be enough for the children to truly grasp the importance of diversity. We think maybe using resources such as movies or books (Ugly Duckling, Mulan, Tarzan, Beauty & The Beast). [Avoid commercial media as well as movies with young children]
- Also, we realize the effect that our behavior (as educators) has on the children. They pick up very quickly on how we behave towards others.
- Other activities: bring in family poster, write in journal, role playing.

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- Having children share and play together. “Making” (?) them interact with each other through having a “show and tell”, where each child can bring anything from their cultural background. Demonstrate and explain the importance and use of the items they bring from their culture.
- Having children’s parent come to class and share their diverse backgrounds.
- Have the teacher set/make a lesson plan for each day and discuss different cultural backgrounds. Do crafts, dress-up, games, food, music and art. [Avoid the tourist approach]
- Emphasizing to children not to judge people even if they look-a-like and have resemblance to each other but differ in culture.
- Talk and be positive to all aspects of culture.

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- Identifying what they all have in common.
  - Physical attributes (“Who has eyes? Who has a nose?”);
  - Biological make-up (“We are all alike on the inside even if we have different skin colors”). Use pictures/chars to show anatomy.
- Emotional responses (What makes you sad? Who else thinks that would make them sad, too? → identifying happy/sad faces)
- Showing commonality makes people more open to accepting differences.

**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?
• Educate the children on historical significance of each race, gender and class to show contributions by every ethnicity because children tend to pick on what they understand the least. [Be sure it is developmentally appropriate]

• A reenactment of a story with a puppet show, then we can have them tell us what they think and feel.

• Have them tell us what they think the puppets feel about issues that concern them (teasing, name calling, etc.) [Persona dolls as well. Kids Like Us by Trish Whitney is a good resource].

• Help children learn to respond (without aggression to discrimination). Ask yourself: How can you re-enforce the child? How can you help them feel better?

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• In an effort to implement the idea that bias hurts and recognize bias as a negative entity that adversely affects the classroom, one would include learning about the emphasizing the positive aspects of different cultures. Constantly reinforcing the idea that although children are culturally different children remain human beings, and are ultimately the same with feelings that can be hurt by bias itself. An example of implementing this idea into the classroom: having each child present a short example of their culture whether it be a cultural food, dance, music or costume to their classroom.

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• Leading by example (treat everyone fairly, the same) - [those are two different issues - stick with the first]
• Post cross-cultural decorations [always ask yourself why]
• Discussions [about what?]
• Exposure to different cultures in the curriculum [how?]

Goal #4

• CULTIVATE YOUR 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.

• We can incorporate books and story time that might talk about bias situations (teasing, bullies) which can also open up a discussion about what they might/could do in a similar situation.

• Keep observations of your classroom and keep journals of similar situations that have occurred and possibly use it in a play activity where children can act out situations maybe switch roles so children can experience both sides of the situation.

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• Teach children to be equal [why? Look at the issue of equity not equality]
• Be more open-minded to proper communication and never be judgemental - accepting one's uniqueness.
• Create empathy and validate others' cultures
• Build self-esteem and confidence to stand for him or herself.
• Preschool age is good because they are young and they can have experience with children from different cultures.

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.