

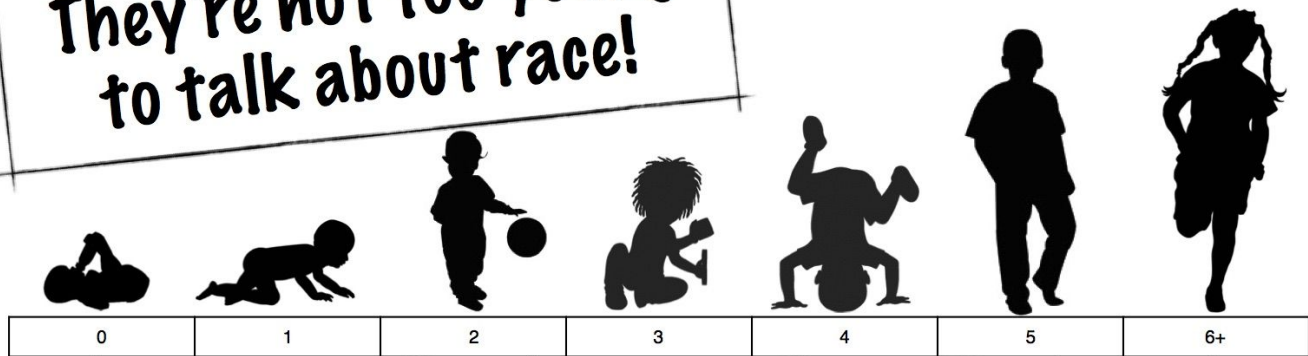


They Aren't Too Young: Anti-Bias Education for All Children

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— ORAEYC Spring 2021 Conference —

They're not too young to talk about race!



At birth, babies look equally at faces of all races. At 3 months, babies look more at faces that match the race of their caregivers. (Kelly et al. 2005)

Children as young as two years use race to reason about people's behaviors. (Hirschfeld, 2008)

By 30 months, most children use race to choose playmates. (Katz & Kofkin, 1997)

Expressions of racial prejudice often peak at ages 4 and 5. (Aboud, 2008)

By five, Black and Latinx children in research settings show no preference toward their own groups compared to Whites; White children at this age remain strongly biased in favor of whiteness. (Dunham et al, 2008)

By kindergarten, children show many of the same racial attitudes that adults in our culture hold—they have already learned to associate some groups with higher status than others. (Kinzler, 2016)

Explicit conversations with 5–7 year olds about interracial friendship can dramatically improve their racial attitudes in as little as a single week. (Bronson & Merryman, 2009)

Young children notice and think about race. Adults often worry that talking about race will encourage racial bias in children, but the opposite is true. **Silence about race reinforces racism** by letting children draw their own conclusions based on what they see. Teachers and families can play a powerful role in helping children of all ages develop positive attitudes about race and diversity and skills to promote a more just future—but only if we talk about it!

Do some learning of your own to get ready for conversations with children. Here are some good places to seek *information and training*:

- Teaching Tolerance — tolerance.org
- Raising Race Conscious Children — raceconscious.org
- Embrace Race — embraceace.org
- Teaching for Change — teachingforchange.org
- AORTA Cooperative — aorta.coop
- Fortify Community Health (CA) — fortifycommunityhealth@gmail.com
- Delaware Valley Assoc. for the Education of Young Children (PA) — dvaevc.org



Anti-Bias Education Core Goals

Goal 1: Identity

Teachers will nurture each child's construction of knowledgeable, confident, individual personal and social identities.

Children will demonstrate self-awareness, confidence, family pride, and positive social identities.



“Understanding Anti-Bias Education: Bringing the Four Core Goals to Every Facet of Your Curriculum”
Louise Derman-Sparks and Julie Olsen Edwards, NAEYC

Anti-Bias Education Core Goals

Goal 2: Diversity

Teachers will promote each child's comfortable, empathetic interaction with people from diverse backgrounds.

Children will express comfort and joy with human diversity, use accurate language for human differences, and form deep, caring connections across all dimensions of human diversity.

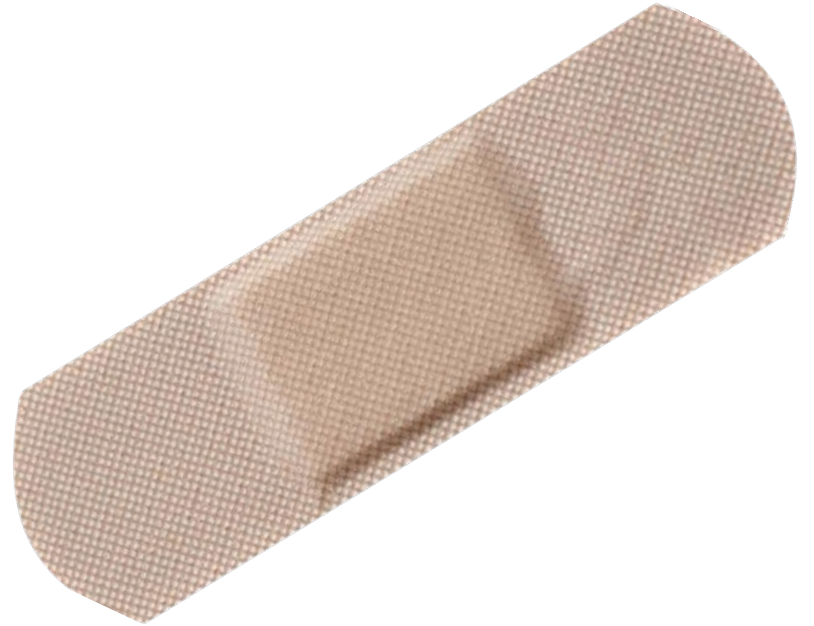


Anti-Bias Education Core Goals (cont)

Goal 3: Justice

Teachers will foster each child's capacity to critically identify bias and will nurture each child's empathy for the hurt bias causes.

Children will increasingly recognize unfairness (injustice), have language to describe unfairness, and understand that unfairness hurts.



Anti-Bias Education Core Goals (cont)

Goal 4: Activism

Teachers will cultivate each child's ability and confidence to stand up for oneself and for others in the face of bias.

Children will demonstrate a sense of empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.



White Racial Identity Development

Upward spiral (not linear)

- Precontact Phase
- Disequilibrium Phase
- Reintegration Phase
- Pseudo-independent Phase
- Immersion/Emersion Phase



Ethnic Racial Identity Development

Stage 1: Unexamined Ethnic Identity

Characterized by the lack of exploration of ethnicity.

Existing models suggest that minority subjects initially accept the values and attitudes of the majority culture, including internalized negative views of their own group held by the majority.

Stage 2: Ethnic Identity Search/Moratorium

The initial stage of ethnic identity is conceptualized as continuing until adolescents encounter a situation that initiates an ethnic identity search.

Stage 3: Ethnic Identity Achievement

The ideal outcome of the identity process, characterized by a clear, confident sense of one's own ethnicity.

Identity achievement corresponds to acceptance and internalization of one's ethnicity.

Anti-Bias Education in Predominantly White Environments

1. Develop authentic identities based on personal abilities and interests, family history, and culture, rather than on white superiority (ABC Goal 1)
2. Know, respect, and value the range of diversity of physical and social attributes among white people. (ABC Goal 1)
3. Build the capacity for caring, cooperative, and equitable relationships with others. (ABC Goal 2)
4. Understand, appreciate, and respect differences and similarities beyond the immediate family, neighborhood center/classroom, and racial group. (ABC Goal 2)
5. Listen to identify and challenge stereotypes, prejudice, and discriminatory practices among themselves and in the immediate environment. (ABC Goals 2 and 3)
6. Commit to the ideal that all people have the right to a secure, healthy comfortable, and sustainable life and that everyone must equitably share the resources of earth and collaboratively care for them. (ABC Goals 3 & 4)
7. Build identities that include anti-bias ideals and possibilities and acquire skills and confidence to work together for social justice in their own classrooms and communities and in the larger society. (ABC Goal 4)

Framework for Anti-Bias Teaching

Entry points	Feeling	Thinking	Responding	Sharing
What are children, teachers, and families thinking about?	What feelings come up for you?	What might be meaningful to explore with the children?	How do you implement a curriculum that supports learning?	How do you share anti-bias learning by communicating process and outcomes?
Consider what you <ul style="list-style-type: none"> ■ See in children's play ■ See in the news ■ Hear families talking about ■ Think about yourself ■ Need to do to listen carefully to children and families ■ Might document to determine possible entry points 	Consider how you <ul style="list-style-type: none"> ■ Feel initially ■ React initially ■ Respond based on your personal experiences ■ Feel about discussing a topic with children or families 	Consider planning <ul style="list-style-type: none"> ■ Individually ■ With your team ■ With colleagues ■ By doing more research about a topic ■ By analyzing and reviewing documentation ■ Whether an issue feels appropriate to discuss with the program's children and families 	Consider how you could <ul style="list-style-type: none"> ■ Respond in the moment ■ Respond long-term ■ Revisit or expand on the issue with children ■ Make topics accessible to children 	Consider the ways you can share with <ul style="list-style-type: none"> ■ Children ■ Teachers (each other) ■ Families ■ Colleagues ■ The early childhood education field

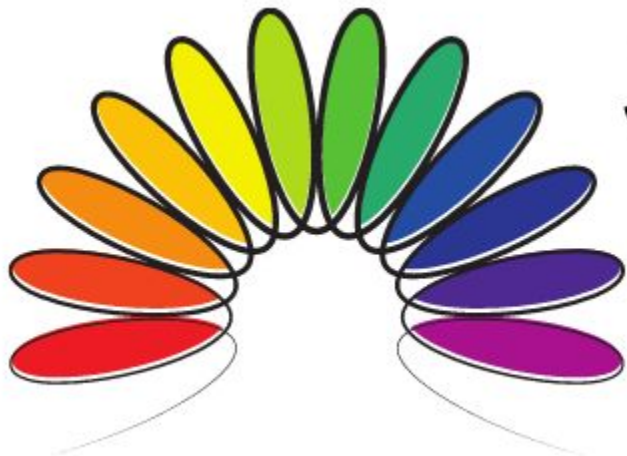
Further Resources

Web

- JoyandLearning.com
- [NAEYC Anti-Bias Book Club](#)
- ORAEYC White Ally Community of Practice
- ORAEYC BIPOC Community of Practice
- [Let's Talk About Whiteness](#) (in ECE) with [Ijumaa Jordan](#) and Kate Engle
- <https://bookshop.org/shop/joyandlearning> with booklists of many books I mention
- www.teachingforchange.org

Books

- *Anti-Bias Education for Young Children and Ourselves* by Louise Derman-Sparks and Julie Olsen Edwards
- *Don't Look Away: Embracing Anti-Bias Classrooms* by Iheoma Iruka, Stephanie Curenton, et al.
- *What If All The Kids Are White? Anti-Bias Multicultural Education with Young Children and Families* by Louise Derman-Sparks and Patricia G. Ramsey



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EMBRACING OUR DIVERSE WORLD

A Book List

WHAT & WHY

Young children notice differences around them, and their parents and educators can help them understand and make meaning of these differences. Representation matters, and can serve as a springboard into conversation-- seeing themselves, seeing others in their communities, and seeing people that they don't daily com in contact with can open up opportunities to discuss our wonderfully diverse world.

INFANTS AND TODDLERS

In these ages, children are already noticing differences and already prefer people who are similar to themselves. It is important to have images that represent a wide range of humanity, and as the children become verbal, simply appreciating the characteristics of people in the books begins to build a positive awareness of self and others.

Everywhere Babies

by Susan Meyers and Marla Frazee

Every infant and young toddler should be exposed to beautiful images of happy babies of all hues, and this joyful board book fits that to the tee!

Mama, Mommy & Me and Daddy, Papa & Me

by Lesléa Newman

These two simple books sweetly depict a day in the life of a toddler with parents of the same gender.

Clive and His Babies

by Jessica Spanyol

Clive and his buddies love their dolls and do all kinds of things with them. Opportunities to talk about boys being nurturing.

PRESCHOOL AND KINDERGARTENERS

As children's world expands, so do their questions. Books for these ages should build on positive self-identity and appreciation of difference. These children are able to engage in discussions of fairness, injustice, and empowerment.

We Are Water Protectors

by Carole Lindstrom and Michaela Goade

This beautiful book is inspired by the many Indigenous-led movements to protect our precious earth.

All Because You Matter

by Tami Charles and Bryan Collier

Countering bias with uplifting words and illustrations, this book celebrates Black and brown children everywhere.

Sometimes People March

by Tessa Allen

As young children notice injustice, they need to know what concrete actions they can take to counter it. This simple book connects them to the powerful movements throughout history.