

RAISING ANTIBIAS AND ANTIRACIST KIDS

A conversation

34 | ANTI-BIAS EDUCATION
EXCHANGE MARCH/APRIL 2017 www.ChildCareExchange.com

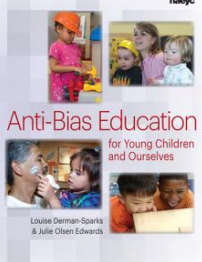
All Children Belong Here This is Our Promise to You



- We will build an open, safe, and mutually respectful school community in which each child and each family is an important and equal member.
- We will never allow differences of any kind to be an excuse to make fun of, exclude, or hurt you.
- We will listen carefully and lovingly to what worries you and give you thoughtful, age-appropriate information and support.
- We will nurture you to feel strong and proud about yourself and your family.
- We will facilitate your skills to be friends with classmates who are alike and different from you.
- We will honor your family's importance to you by building respectful partnerships with them.
- We will provide support to you and your family when they feel stress, anxiety, or fear because of current events or acts of prejudice or hate.
- We will learn about and help your family use legal and community resources to keep you safe.
- We will work to uproot our own personal biases as adults and will speak out against prejudice and bias wherever we encounter it.
- We will mobilize our courage and become active with others to resist and change any policies and practices that threaten to hurt you or your family.

We are in this together — working for a world where every child is protected and honored, exactly as they are.





ANTI-BIAS APPROACHES

- Early Childhood educators Louise Derman-Sparks and Julie Edwards
- Way of teaching that supports children and their families as they develop a sense of identity in a diverse society.
- It helps children learn to be proud of themselves and their families, respect a range of human differences, recognize unfairness and bias, and speak up for the rights of others (Derman-Sparks & Edwards 2010).



ANTIBIAS EDUCATION GOALS

- ABE Goal 1
- Each child will demonstrate self-awareness, confidence, family pride, and positive social identities.
- ABE Goal 2
- Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections.
- ABE Goal 3
- Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.
- ABE Goal 4
- Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.

TEACHERS

- As teachers, we are cultural workers *whether we are aware or not*. If teachers don't question the values that are promoted in the classroom, they socialize children to accept **uneven power relations** of our society
- Class
- Race
- Gender
- Ability

¡Sí Se Puede!



WE CAN!

- Anti-bias education is the **parents and teacher's responsibility**, not the child's, to initiate.
- Start with multicultural materials.
- Cultivate children's empathy and ways to deal with the hurt of stereotyping.
- Read books that depict children experiencing unfair treatment based on their racial identity.



MATERIALS

- For example:
- Anti bias books
- Creating Antibias materials for children and young children

Tips & guidelines from

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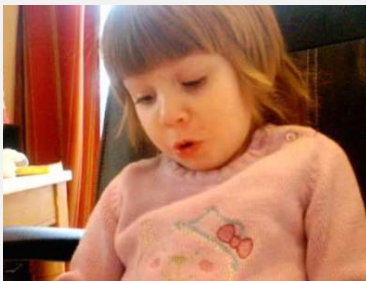
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QUESTIONS FOR ADULTS TO CONSIDER

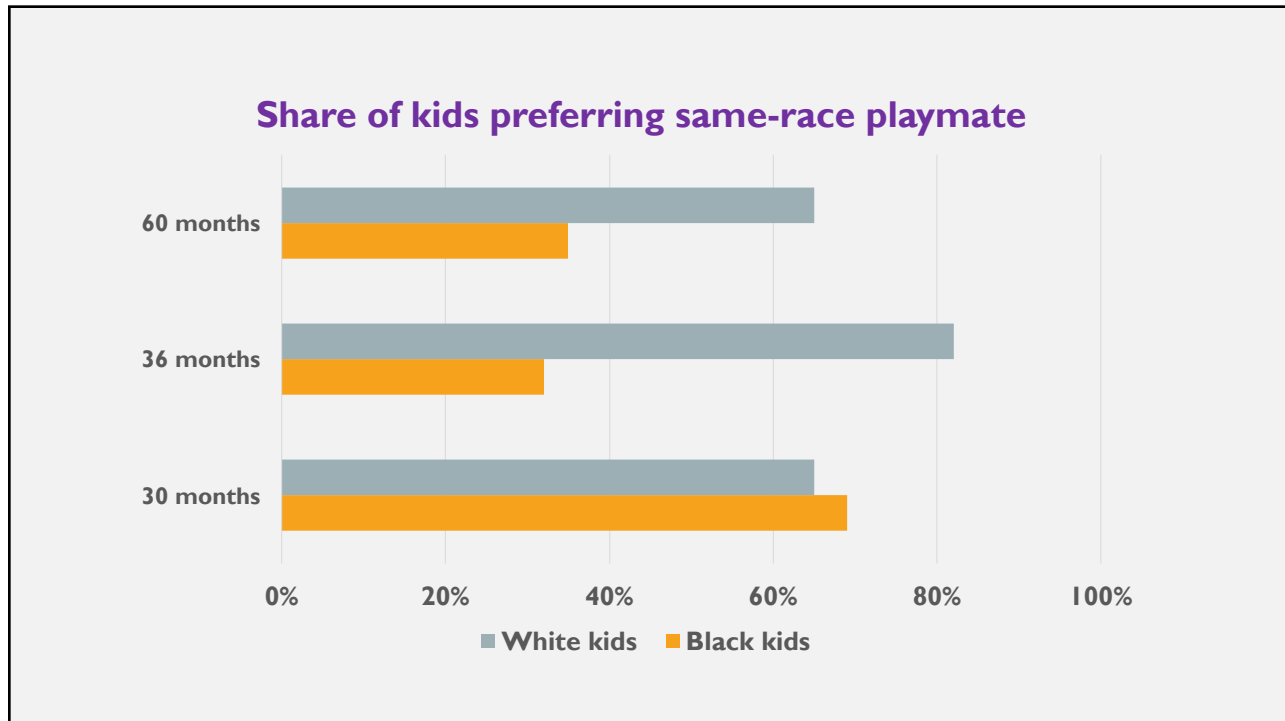
- What place does race occupy for you as an adult?
- What is your role in socializing children around race?
- What are you doing to talk about race?
- What resources and communities do you use to support your efforts? (we share a few resources we like at the end)

Do young children prefer same-race playmates?



104 African American &
109 white kids, ages 6
months to 6 years

[Race, gender, and young children.](#)



SOME KEY FINDINGS

- Among White 3 and 4 year-olds angry faces were 1.22 times as likely to be categorized as Black as were happy faces.
- Among White 5-12 year-olds “angry” faces were 1.38 times as likely to be categorized as belonging to the Asian out-group as were happy faces.
- Black kids did not view angry faces as more or less likely to belong to the racial out-group, compared with the in-group.

Yes, even babies and toddlers “discriminate”



- 3-month-old babies show a significant preference for same-race faces; newborns show none.
- Babies’ preference for same-racial-group faces is learned.
- Do babies discriminate? Yes. Do they harbor racial prejudices? No.



~ 2-5, racial discrimination becomes “prejudice”



- By 36 months, most kids, both black and white, chose white playmates and this pattern continues to hold.
- Many studies show that 3-5-year-olds express bias based on race.
- Preferences based on race emerge between 2.5 and 5 years of age. By the start of kindergarten, children begin to show the same implicit attitudes as adults.

RACIAL REPRESENTATION MATTERS



- If we see ourselves, we know that we matter (**validation**)
- If we see others, we can get to know them (**connection**)
- If we can see it, we can do it or be it (**inspiration**)

RACIAL REPRESENTATION IN OUR SOCIAL NETWORKS

Social Network Size by Relationship and Race

| | All Americans | White Americans | Black Americans | Hispanic Americans |
|------------------|---------------|-----------------|-----------------|--------------------|
| <i>N</i> = | 2,317 | 1,669 | 220 | 288 |
| No persons named | 8 | 8 | 9 | 10 |
| 1 person named | 18 | 17 | 20 | 20 |
| 2 persons named | 14 | 14 | 12 | 11 |
| 3 persons named | 18 | 19 | 12 | 13 |
| 4 persons named | 12 | 14 | 10 | 12 |
| 5 persons named | 8 | 8 | 14 | 8 |
| 6 persons named | 4 | 4 | 2 | 4 |
| 7 persons named | 17 | 16 | 21 | 22 |
| | 100 | 100 | 100 | 100 |

[PRRI 2013 American Values Survey.](#)

Our networks of social “intimates” are segregated

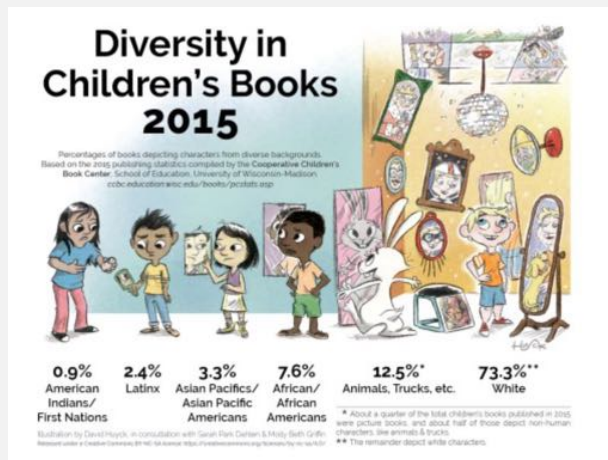
Racial Composition of Social Networks

Percent of social network that identifies as...

| | All Americans | White Americans | Black Americans | Hispanic Americans |
|---------------------------|---------------|-----------------|-----------------|--------------------|
| White | 66 | 91 | 8 | 19 |
| Black | 11 | 1 | 83 | 2 |
| Hispanic | 11 | 1 | 2 | 64 |
| Asian | 4 | 1 | 0 | 1 |
| Mixed race | 2 | 1 | 3 | 4 |
| Other race | 1 | 1 | 1 | 2 |
| Don't know/Refused (VOL.) | 4 | 3 | 4 | 9 |

Source: PRRI 2013 American Values Survey.

KIDS' BOOKS DEPICT NON-HUMAN CHARACTERS ABOUT AS OFTEN AS THEY FEATURE KIDS OF COLOR



ASSESSING & USING BOOKS

- This is a bit lengthy in terms of how to assess books, but is pretty comprehensive: <http://www.teachingforchange.org/selecting-anti-bias-books>. Even if there are some concerns with particular books, they may still be useful to include but may just need to be introduced or shared with children in a thoughtful way.
- There's also 50 different lists at this link (<https://socialjusticebooks.org/booklists/>) of multicultural books on different topics or styles (e.g., board books to use with younger children).
- This site has begun to share reviews of multicultural books, which are helpfully sorted by reading level, which you can access here: <https://socialjusticebooks.org/reviews-by-reading-level/>
- And, there is a shorter description of how they generate these book lists, which might also be of interest: <https://socialjusticebooks.org/selecting-and-rating-titles-for-social-justice-books/>
- Finally, you may not agree with all these recommendations, but they are useful for considering what criteria you deem to be more or less important about books you use with children, what gaps may exist in the books you use, and how you think about introducing and using books with children of different ages, backgrounds, etc.

RESOURCES FOR YOU!

[Project Implicit](#)

[Teaching Tolerance](#)

[Teaching for Change](#)

[Rethinking Schools](#)

[Facing History and Ourselves](#)

[Border Crossers](#)

[Lee & Low Books](#)

[National Association for the Education of Young Children](#)

[Anti-Bias Education for Young Children and Ourselves \(Book\)](#)

[CECR resources for pre-K diversity](#)