

Developmental Themes, Tasks, and Goals in Anti-Bias Work

CULTURAL DIFFERENCES AND SIMILARITIES

Two's	Three's & Four's	Five's	Six's	Seven's & Eight's
<p>Aware of cultural aspects of gender & ethnic identity.</p> <p>Can understand different words from different languages.</p> <p><i>Developmental Goal:</i> to see self as a part of a family group.</p>	<p>Understand cultural identity as it relates to their family; knows one has individuality and a group connection.</p> <p>Confused about criteria for ethnic/cultural group membership</p> <p>Acquiring information & bias from the dominant culture's prevailing attitudes and images</p> <p>Cultural understanding is based on concrete, daily living with family members through language, family stories, values, celebrations, spiritual life.</p> <p>Beginning to understand that everyone has a culture or group identity and that there are similarities and differences among children and adults.</p> <p><i>Developmental Goals:</i> For white children-to counter the developing belief that the dominant white culture is superior to other ways of life.</p> <p>For children of color-to build a positive sense of person & group identity; to see themselves as of equal value to others.</p>	<p>Begin to make connections between their individual and family cultural identity and the larger cultural/ethnic group.</p> <p>Begin to understand peoples' struggle for justice and a better quality of life.</p> <p><i>Developmental Goal:</i> To understand the broader context of how individuals and families relate to the larger community; to begin to identify bias and find ways to take action to challenge and change injustice.</p>	<p>Begin to understand that others also have ethnic identity as they understand their own emerging group identity.</p> <p>Begin to engage in comparisons about correct or incorrect beliefs about various groups by gathering and using relevant concrete data.</p> <p>Can experience damage to their self esteem and positive sense of their racial or ethnic group identity from the impact of societal biases.</p> <p><i>Developmental Goal:</i> Same as for five's</p>	<p>Can understand how they can have many different aspects of identity and still be one person.</p> <p>Can understand how people who are not exactly the same as them can belong to the same ethnic group as they do.</p> <p>Appreciate the deeper structural aspects of a culture, such as beliefs about humans' relationship to the land and the impact of different historical environments on people's way of life.</p> <p>Heightened curiosity about other people's lifestyles, religion, and traditions, including people with whom they do not have direct contact.</p> <p><i>Developmental Goal:</i> To begin to understand why some cultures are valued more than others.</p>

RACIAL DIFFERENCES AND SIMILARITIES

<p>Two's Notices differences in skin color: learning color names</p> <p>Curious about differences in hair texture.</p> <p>Uses non-verbal cues to signal noticing differences; may react with curiosity or fear</p> <p>Over generalizes common characteristics such as "skin color, i.e." those are some of the "Cosby people"</p> <p><i>Developmental Goal:</i> To develop a positive awareness of own racial identity; to learn words for observations of differences to develop a comfortable awareness of others.</p>	<p>Three's & Four's Continued curiosity about racial differences; wonder where they fit in.</p> <p>Aware of and sensitive to attitudes toward skin color and other racial characteristics; becoming aware of societal bias against darker skin and other physical differences.</p> <p>Wants to know how they got their color, hair and eye characteristics.</p> <p>Aware that getting older brings changes; wonders if skin color, hair and eyes remain constant</p> <p>Confusion about racial group names and actual color of their skin.</p> <p><i>Developmental Goal:</i> To understand that racial identity does not change; to learn accurate information about racial identity to counter bias; to understand that one is part of a large group with similar characteristics (not "different") & to feel comfortable with exactly who one is.</p>	<p>Five's Can begin to understand scientific explanations for differences in skin color, hair texture and eye shape.</p> <p>Can understand more fully the range of racial differences and similarities.</p> <p><i>Developmental Goal:</i> To understand and value the range of differences among racial groups.</p>	<p>Six's Use prevailing biases against other children.</p> <p>Have absorbed much of their family's racial classification systems for people.</p> <p>Have become increasingly interested in "hanging out" with and identifying with classmates who are alike, e.g. race, ethnicity...</p> <p><i>Developmental Goal:</i> To develop fair classroom behavior rules for identity issues with greater understanding, more autonomy, and more depth.</p>	<p>Seven's & Eight's Can problem solve specific groups actions related to a concrete discriminatory situation based on race.</p> <p>Experience heightened in-group solidarity and tension or conflict between children based on race because of interest in their own groups and because of the impact of societal biases on them.</p> <p><i>Developmental Goal:</i> To use emerging reading and writing skills to help them gather data that challenges stereotypes and erroneous ideas about people based on gender, race, etc.</p>
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