

Young Children and Racism: Strategies for Educating and
Rearing Children in a Toxic Society
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Anti-Racist Approaches

🔗 **Anti-Bias** ~ **Anti-Bias approaches** teach children to recognize when others are being un-fair or oppressive based on race, class, gender, sexual orientation, disability, or age; to resist becoming biased; and to learn ways to stand up for oneself and others in the face of bias. An active/activist approach to challenging prejudice, stereotyping, bias and the "isms". This approach teaches that it is essential for each individual to actively intervene, and to challenge and counter the personal and institutional behaviors that perpetuate oppression.

🔗 **Cultural Relevance** ~ **Culturally relevant approaches** are those where the people, books and materials; interaction, communication, and learning styles; and language and worldview (cultural center) of the program reflect the cultural and linguistic background of the children and their families and have as a central focus their education and interests.

🔗 **Bilingual/Bicultural** ~ **Bicultural approaches** are related to culturally relevant approaches, taking them one step further towards the active development of a critical voice and a bicultural identity where children are strong in their cultural identity from their home culture and learn the language and

culture of dominant society and ways to negotiate for cultural democracy.

✎ **Multicultural ~ Multicultural education** as defined in the *Handbook of Research on Multicultural Education (Banks & Banks, 1995)* "is a field of study designed to increase educational equity for all students that incorporates, for this purpose, content, concepts, principles, theories and paradigms from history, the social and behavioral sciences, and particularly from ethnic studies and women studies."

Educators implementing a multicultural education should use content from diverse groups when teaching concepts and skills, help students to understand how knowledge in the various disciplines is constructed, help students to develop positive intergroup attitudes and behaviors, and modify their teaching strategies so that students from different racial, cultural, language and social-class groups will experience equal educational opportunities. The total environment and culture of the school must also be transformed so that students from diverse groups will experience equal status in the culture and life of the school.

Sources: *Soy Bilingüe*. Sharon Cronin and Carmen Sosa Massó. 2003
Culturally Responsive Teaching: Theory, Research & Practice. Geneva Gay. 2000