

Goals & Reflection Questions for Adults

From: *Anti-Bias Education for Young Children and Ourselves. 2010.* Louise Derman-Sparks & Julie Olsen Edwards. Washington DC: National Association for the Education of Young Children.

Adult ABE Goals (p.21)

- To increase your awareness and understanding of your own social identity in its many facets (gender, race, ethnicity, economic class, family structure, sexual orientation, abilities/disabilities) and your own cultural contexts, both childhood and current.
- To examine what you have learned about differences, connection, and what you enjoy or fear across lines of human diversity.
- To identify how you have been advantaged or disadvantaged by the “isms” (racism, sexism, classism, ableism, heterosexism) and the stereotypes or prejudices you have absorbed about yourself or others.
- To explore your ideas, feelings, and experiences of social justice activism.
- To open up dialogue with colleagues and families about all these goals.

“What Do the ABE Goals Mean to Me?” (p.9)

1. (Goal 1) To what degree, or in what ways, do I nurture construction of a knowledgeable, confident self-identity and social identity?
2. (Goal 2) How do I promote comfortable, empathetic interactions with people from diverse backgrounds?
3. (Goal 3) In what ways do I foster my critical thinking about bias?
4. (Goal 4) Under what circumstances do I cultivate my ability to stand up for myself and for others in the face of bias?
5. What are the challenges to achieving these goals in my life?
6. How might I implement each goal in my life and work?

Types of “Stop & Think” Reflection Questions (specific questions for each category)

- What do you think about your social identities? (p.14)
- Learning about differences (p.15)
- Being an anti-bias teacher (p.20)
- Understanding what you were taught [about diversity] (p.23)
- What have you experienced about institutional inequity? (25)
- What oppressive messages have you internalized? (27)
- How might internalized privilege or oppression affect your relationships at work? (28).
- What did you learn about school and family? (37).
- Understanding your own family culture (57)
- Remembering belonging and being an outsider (p.60)
- How does your individual culture affect your teaching? (p.63).
- Uncovering your ideas and experiences about second language learning (p.65).
- Your earliest lessons about racial identity (p.79).
- Having a mixed racial identity (p.88).
- Learning about being a boy or girl (p.94).
- What messages have you absorbed about economic class? (p.102).
- Our own and others’ family structures (p.112).
- Responding to people with disabilities (p.128).
- Looking back at holiday celebrations (p.138)