

## SOURCE 4

. Pennsylvania State University is home to a kindergarten classroom that becomes the first school the college's preservice teachers learn in. In 2016, the university implemented a race-conscious, anti-bias approach to their learning curriculum and the kindergarten classroom was not left out. The article "Never too early to learn: Anti-bias education for young children" written by Jennifer Hooven, Katherine Runkle, Laurie Strouse, Misty Woods, and Erica Frankenberg dives into the firsthand accounts from the teachers and their experience with the anti-bias lesson plan. The article went through four detailed experiences, each including a different tactic involved in the lesson plan and how the children's mindsets comprehended the issues that they talked about. In every situation, the children had a shared mindset that racism is unfair and everyone should be treated equally. It was only when some of the parent's political views were picked up by their students that there was a necessary extra discussion on what is right and wrong. After the four teachers shared their experiences they came together to configure a list of lessons that should be considered by any age-group teacher. These included: try not to jump to conclusions, look for subtle cues and nonverbal behavior, adapt to the age group, build a community, and be patient with your colleagues. The article ends with a short conclusion that helps drive the point across that discussing racial issues and bias should not be considered a distraction from the standard lesson plan, but rather it should be looked at as one of the most important lesson plans since it not only prepares the children for the educational careers but their lives out of school as well.

The culturally sensitive mindset that is shared among innocent children is one of the most fragile pieces of a child's mind. When parents or other influences are able to instill their prejudiced beliefs into the children they are easily swayed toward the information they are told. That's why addressing race and bias at such a young age is necessary; we must inform children of the issues our world is facing so they don't grow up to become part of the problem. This article connects well with my other sources by including the goal to improve multicultural awareness in teachers and their curriculum, it also is particularly important because of the firsthand experiences it shares. Once I started my search for more articles I knew I would need to find some firsthand experiences working with children, and it is especially crucial that they include the level of comprehension the children are at for their age. This paper backed up some of my hypotheses I had made about how well children would comprehend the complexity of prejudice, I also learned more about children and how they absorb information. The article was a great secondary source to my topic of interest because it solidified my hypotheses, and I ended up with new questions to base my next stage of research off of.

Hooven, Jennifer, et al. "Never Too Early to Learn: Antibias Education for Young Children." EBSCOhost, 1 Feb. 2018,

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