



Positive Representation in Children's Literature and Its Effect on Internalized Biases



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INTRODUCTION

There is a problem with the content that is within literature designed for children and younger audiences. During early childhood, a child is developing physically, emotionally, and cognitively, forming the foundations that will shape their life. Children's picture books are a big part of all early care programs. Most literature only represents a small population of people which does not help children to accurately learn about the world that they live in.

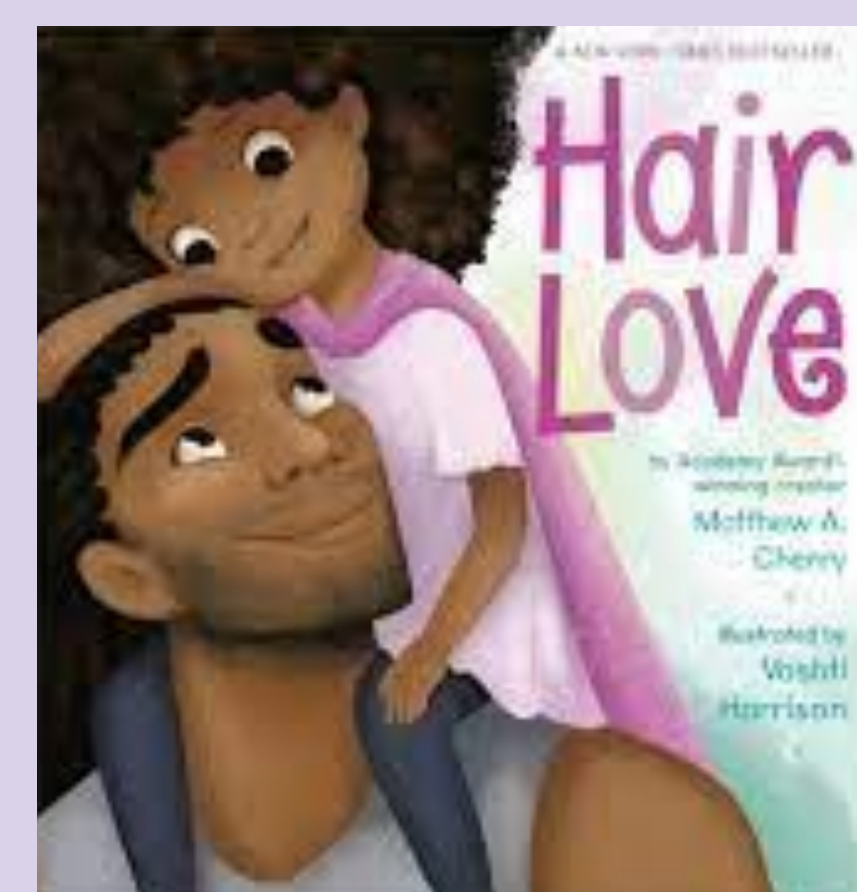
When children see characters in books that look like them and share similar experiences, it helps to build their self-esteem and sense of belonging in the world.

CONCLUSIONS AND ANALYSIS

The background of early childhood educators correlates with the diversity present in the primary characters of children's books.

Children who do not come from diverse backgrounds do not have positive representation of under represented groups.

This correlates with their development and internalized biases addressed within the research question.



Hair Love by Matthew A. Cherry

RESEARCH METHODOLOGIES

The inquiry approach for this project was content analysis and correlational research to compare and analyze data.

Data was analyzed using qualitative methods through databases, field notes, documents, and texts.

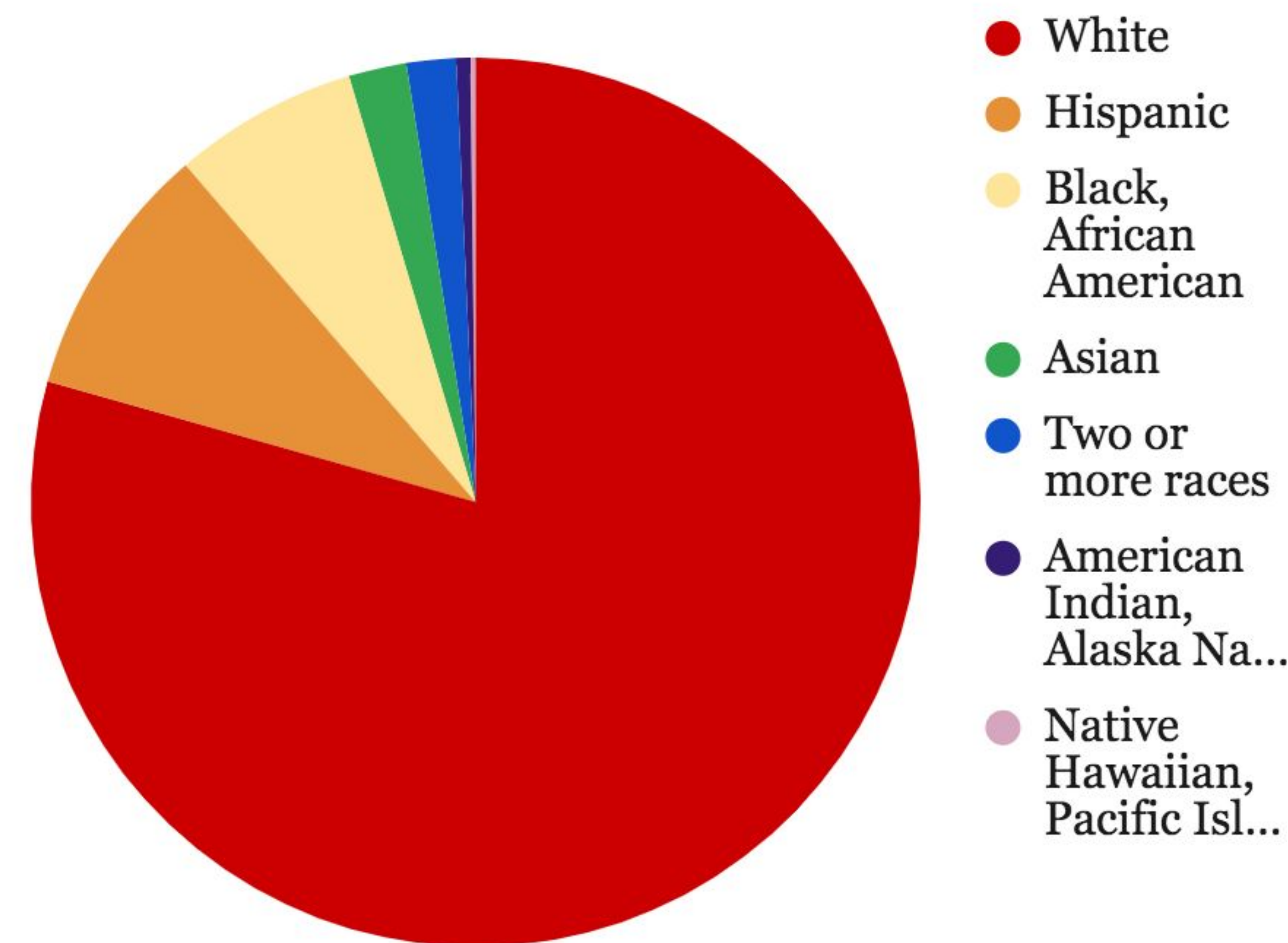


Illustration by David Huyck

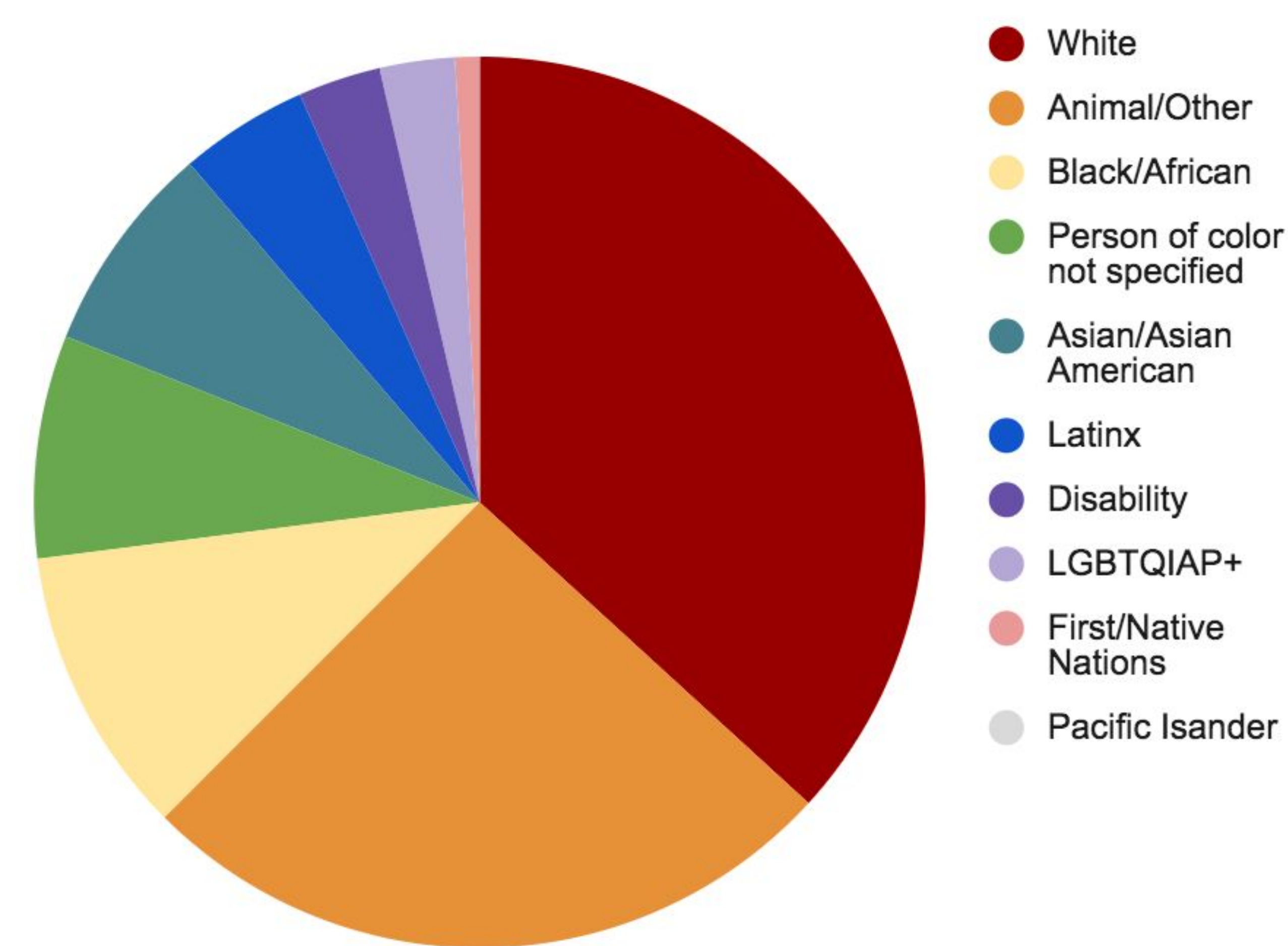
The goal for this process was to use information effectively to identify common themes and changes in perspectives between internalized biases and children's literature. Another goal was to highlight the importance of children's literature.

DATA AND FINDINGS

Employed Teachers in the United States in the 2017-18 School Year



The Primary Characters in Children's Books Sent to the CCBC in 2019



ACKNOWLEDGEMENTS / REFERENCES

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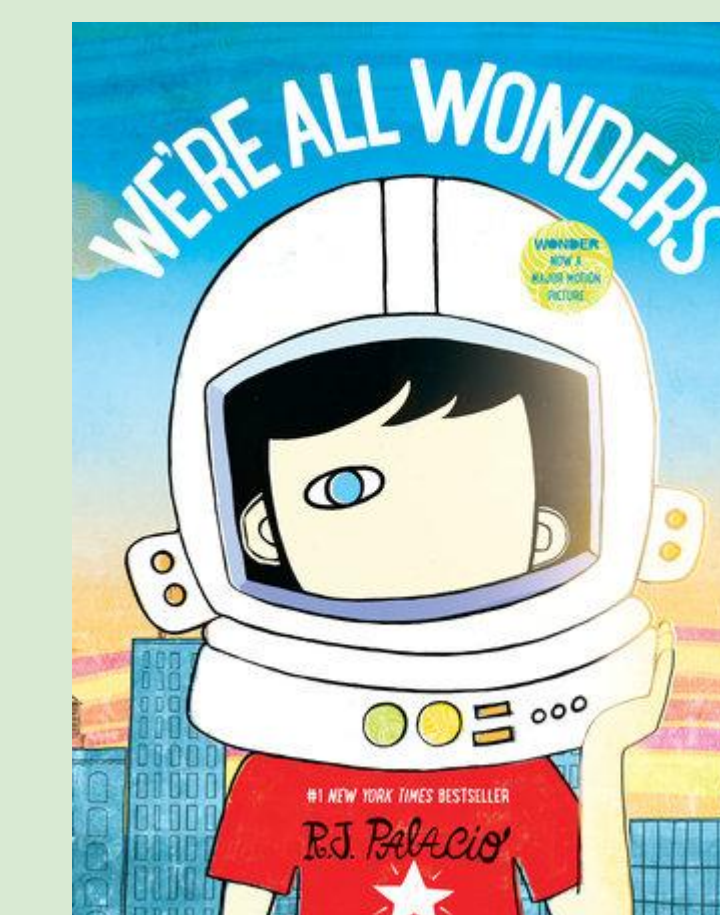
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We're all Wonders by R.J. Palacio

IMPLICATIONS, AND NEXT STEPS

Data and research showing statistics of representation in the classroom and literature showed the disparity between different under represented groups. In the future, more direct research on inclusive and anti-bias literature and how it can help children to grow an understanding of bias and empathy could offer interesting findings. A study such as this could be correlated with the findings from this project and used to create a more conclusive answer to the research question.