

Frequently Asked Questions about Affinity Groups in K-12 Schools

Based on the most up-to-date research and best practices, we advocate and actively support the development of affinity spaces for both students and adults. Recognizing the importance of ongoing identity development, we believe that affinity groups are a vital part of supporting and empowering all members of a school community.

Q. What are affinity groups?

The term “affinity group” refers to a gathering of people who all share a similar identity. Some examples are a young women’s group at the high school or a students of color mentoring program at the middle school. First Grade is a type of affinity group structured around age, and a school alumni group is another example. Although members of the group may share a common identity, such as gender or race, it does not mean that everyone in that group shares the same experience. Rather, participants recognize that their identity has an effect on the way they move through the world. Affinity groups enhance cross-cultural communication. They provide a space for reflection, dialogue, and support. Generally, participation in affinity groups is voluntary. The goal of affinity groups is to facilitate positive identity exploration and development towards the larger goal of creating an inclusive and thriving learning environment. These kinds of groups offer a time and space for empowerment of the individual and of the group within the greater community. Research in schools has shown that affinity groups increase a student’s sense of belonging which has a positive impact on academic achievement.

Q. Aren’t affinity groups just another type of exclusion? Isn’t this model divisive when we should all be working together?

Affinity groups are created to meet a particular identity development need in a school. These are places where students and adults can develop a better understanding of how their own identity shapes their experiences. By becoming firmly rooted in their own identity, community members are in a much better position to understand the experiences of others. Research from both the business world and educational institutions has demonstrated that affinity groups are a necessary component for the healthy development of organizations. They create space for better communication and understanding, which allows people to work and learn together in an equitable way.

Q. What about issues of “reverse racism”? Can’t white people be discriminated against? Don’t they need a group, too?

Certainly, whites and people of color both experience the *effects* of racism. Yet, since any “ism,” be it racism, sexism, or classism, signifies a power imbalance, we can’t have the condition of “reverse discrimination.” Of course, women can demonstrate prejudice towards men just as whites can experience racial prejudice from people of color. Yet, the systematic denial of opportunity is predicated on one group being able to deny another group what it needs based on the power one side has over another. While both privileged and under-represented groups pay a price for any form of discrimination, the way those groups experience that discrimination is *very different*. Affinity groups create a space to explore how a particular aspect of our identity might be impacted by prejudice or discrimination and what we can do to counter the negative effects. So, a white racial affinity group would look at the price that white people pay for the existence of racism and would develop strategies to use white privilege to challenge systems that benefit white people over people of color.

Q. What exactly happens in affinity groups?

Students and adults in school affinity groups use the time and space to share personal successes, to reflect on their own identity development, and to support each other in addressing issues that arise for members of their self-identified community. A facilitator sets ground rules, creates an agenda, supports active involvement of all participants in the group, and poses questions to members of the group for discussion.

Q. I can understand how affinity groups at the adult level or even the high school student level make sense, but aren’t the primary grades/middle school years too early a time to start this work?

Research has shown that children, by the age of three, are actively involved in sorting their world. At this early developmental stage, they are aware of difference as they engage in sorting blocks, animals, colors, people, etc. Therefore, to ensure that the noticing of difference does not turn into some kind of deficit, it is critical to support children in their awareness of each other’s difference and to connect them positively to their own identity. Children are empowered to face and challenge prejudice and ignorance by the tools and experiences we give them. When educators and adults do not help young children develop healthy cultural identities, then our larger culture and their peers are ready to do it for us. We know that the personal exploration and resulting confidence that students develop in affinity groups is essential to supporting young children who will grow into happy, self-reliant, and healthy young adults.

Sample Student and Adult Affinity Groups:

Mentoring for Young Women
FUSION: Multiracial Group
Students of Color Mentoring
Young Men/Women of Color
Gay/Lesbian Student Alliance
AWARE: Association for White Anti-Racist Education

Parents of Students of Color
Staff Parents
Staff of Color
Families United by Adoption
MASH: Men Against Sexism/Homophobia

Selected Resources on the Value of Affinity Groups

Scholastic, <http://www.scholastic.com/browse/subarticle.jsp?id=4038>

Bell, Monita. "Making Space: Affinity Groups Offer a Platform for Voices Often Relegated to the Margins." Teaching Tolerance: <https://www.tolerance.org/magazine/summer-2015/making-space>

Parsons, Julie, and Kimberly Ridley. "Identity, Affinity, Reality." <https://www.nais.org/magazine/independent-school/winter-2012/identity.-affinity.-reality/>

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Denevi, Elizabeth. "So What Do White 4th Graders have to Say About Race?" <https://catdc.org/2018/03/so-what-do-white-4th-graders-have-to-say-about-race/>

Arrando, Nyasia. "My Black Student Support Group: Support, Not Segregation." Three Sixty. University of St. Thomas, 28 May 2010: <http://www.threesixtyjournalism.org/BlackStudentSupport>

Arrington, Edith G., Diane M. Hall, and Howard C. Stevenson. "The Success of African American Students in Schools." https://www.da.org/uploaded/PDFs/About_DA/Success_of_African-American_Students_article.pdf

Bronson, Po, and Ashley Merryman. "See Baby Discriminate." Newsweek Magazine. The Daily Beast, 4 Sept. 2009: <http://www.thedailybeast.com/newsweek/2009/09/04/see-baby-discriminate.html>

Denevi, Elizabeth. "White on White." Independent School Magazine. [https://www.nais.org/magazine/independent-school/summer-2004-\(1\)/white-on-white/](https://www.nais.org/magazine/independent-school/summer-2004-(1)/white-on-white/)

Michael, Ali. "What white children need to know about race." <https://www.nais.org/magazine/independent-school/summer-2014/what-white-children-need-to-know-about-race/>

Singal, Jesse. "What happens when minority kids are taught not to talk about race," <https://www.thecut.com/2015/08/when-minority-kids-are-taught-color-blindness.html>

Interview with Beverly Daniel Tatum, "20 years later, Beverly Daniel Tatum asks again: 'Why Are All the Black Kids Sitting Together in the Cafeteria?'" <https://www.mprnews.org/story/2017/10/10/why-are-all-the-black-kids-sitting-together-in-the-cafeteria>

Gandara, Patricia. "Strengthening Student Identity in School Programs." *Everyday Antiracism: Getting Real About Race in School*. By Mica Pollock. New York: The New Press, 2008. 44-49. Print.

Nakazawa, Donna Jackson. *Does Anybody Else Look Like Me? A Parent's Guide to Raising Multiracial Children*. N.p.: Da Capo Press, 2004. Print.

Van Ausdale, Debra, and Joe R. Feagin. "Chapter 3: Play Groups and Racial Ethnic Matters." *The First R: How Children Learn Race and Racism*. Lanham: Rowman & Littlefield Publishers, Inc, 2001. Print.