

Peabody Anti-Racist, Anti-Bias Curriculum Extension for Caregivers

September 2022



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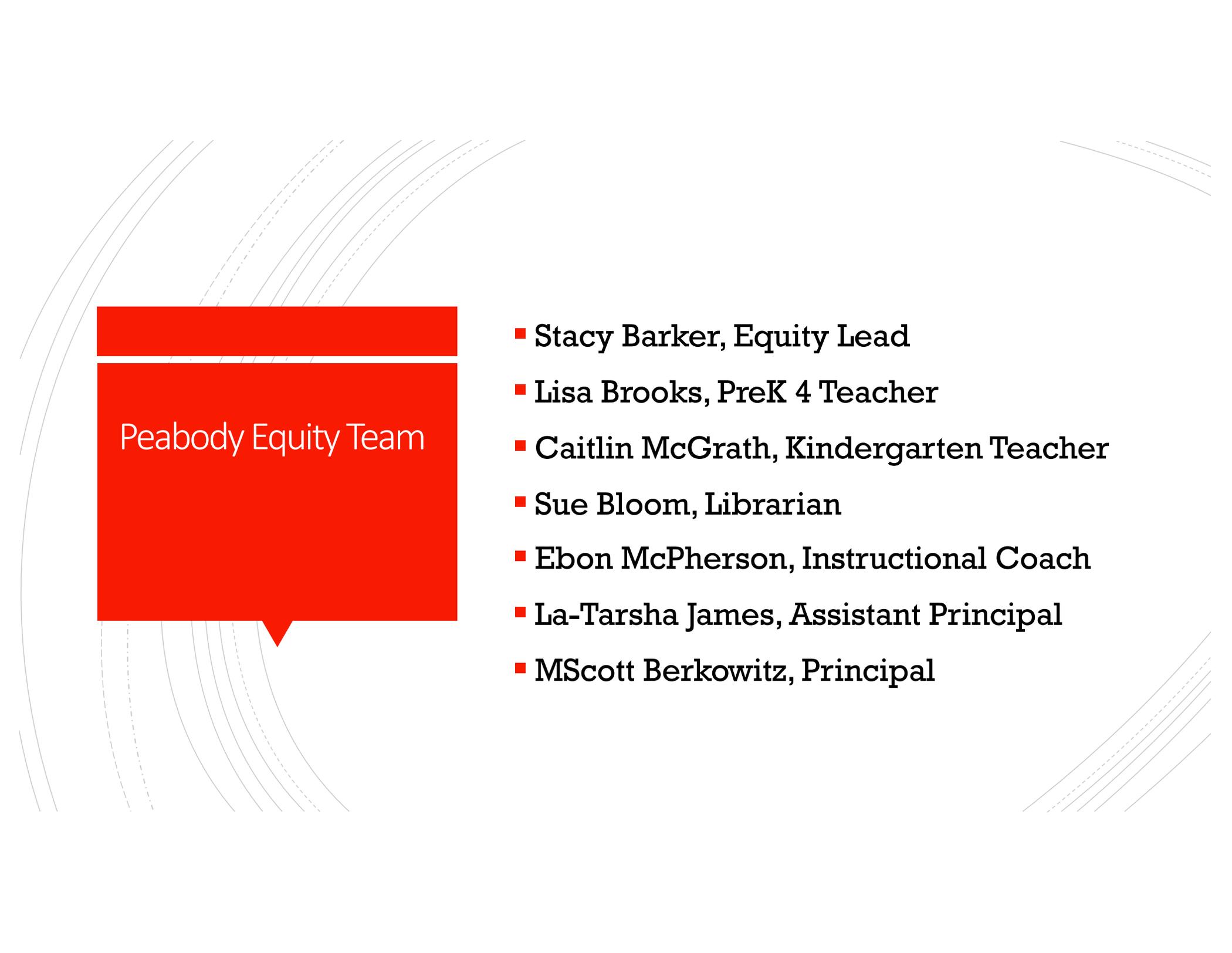
Tonight's Plan

Objective

For caregivers to experience and respond to the overview and first lesson of our Anti-Racist, Anti-Bias Curriculum Extension at Peabody.

Agenda

- Our Why
- Equity at DCPS
- Peabody's Journey
- Interactive Lesson
- Call to Action and closure

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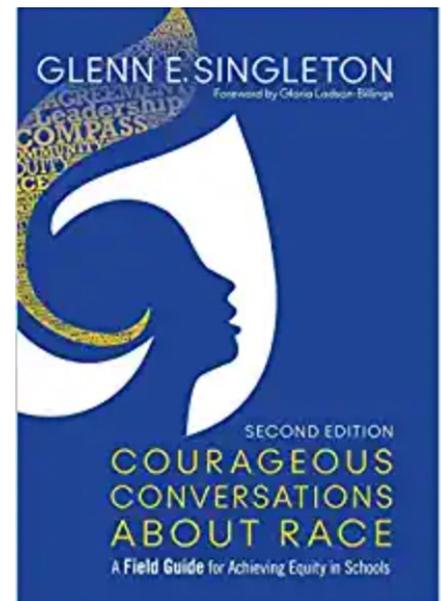
Peabody Equity Team

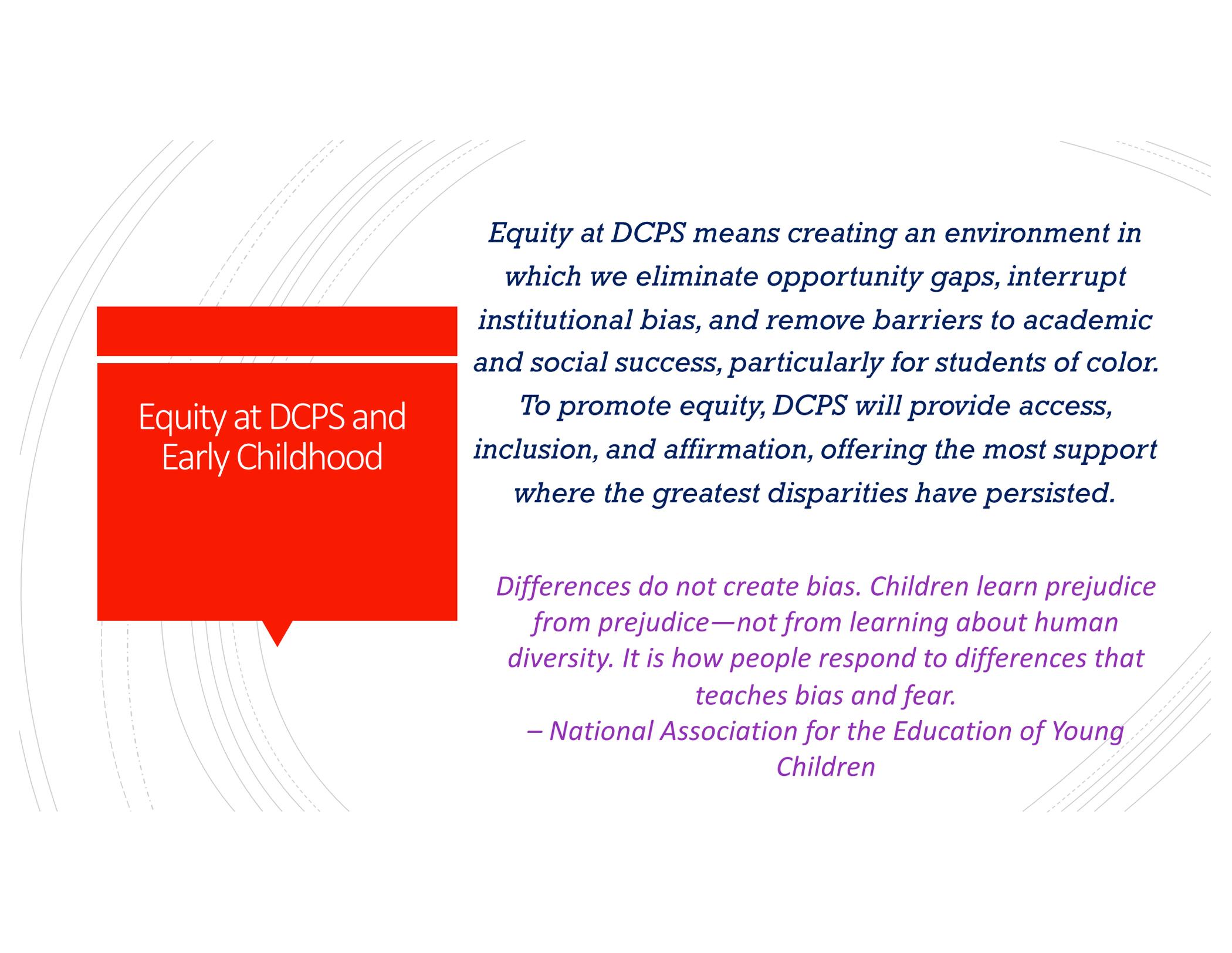
- **Stacy Barker, Equity Lead**
- **Lisa Brooks, PreK 4 Teacher**
- **Caitlin McGrath, Kindergarten Teacher**
- **Sue Bloom, Librarian**
- **Ebon McPherson, Instructional Coach**
- **La-Tarsha James, Assistant Principal**
- **MScott Berkowitz, Principal**

Norms for Productive Discourse

- **Speak your truth**
 - Share *your* experience
 - Put your name on your profile
- **Stay engaged**
 - Actively participate using your name
 - Cameras on
 - Respect and support our community
- **Experience Discomfort**
 - Be willing to take risk
 - Seek to understand

- **Expect & Accept Non-closure**
 - There will be situations that will not be solved.
Sometimes we will be able to circleback and sometimes we won't.





Equity at DCPS and
Early Childhood

Equity at DCPS means creating an environment in which we eliminate opportunity gaps, interrupt institutional bias, and remove barriers to academic and social success, particularly for students of color.

To promote equity, DCPS will provide access, inclusion, and affirmation, offering the most support where the greatest disparities have persisted.

Differences do not create bias. Children learn prejudice from prejudice—not from learning about human diversity. It is how people respond to differences that teaches bias and fear.

– National Association for the Education of Young Children

Our Why

- *Two white 5-year-olds run up to their teacher during play time and say, “We have the same skin, so we can be best friends!”*
- *A 4-year-old boy tells another 4-year-old boy that he can’t be a boy, because “your hair is too long.”*
- *A 5-year-old tells her teacher she knows why some people cover their hair, after seeing someone wearing hijab. “It’s because their hair is too dirty,” she says.*



Peabody's Equity Journey

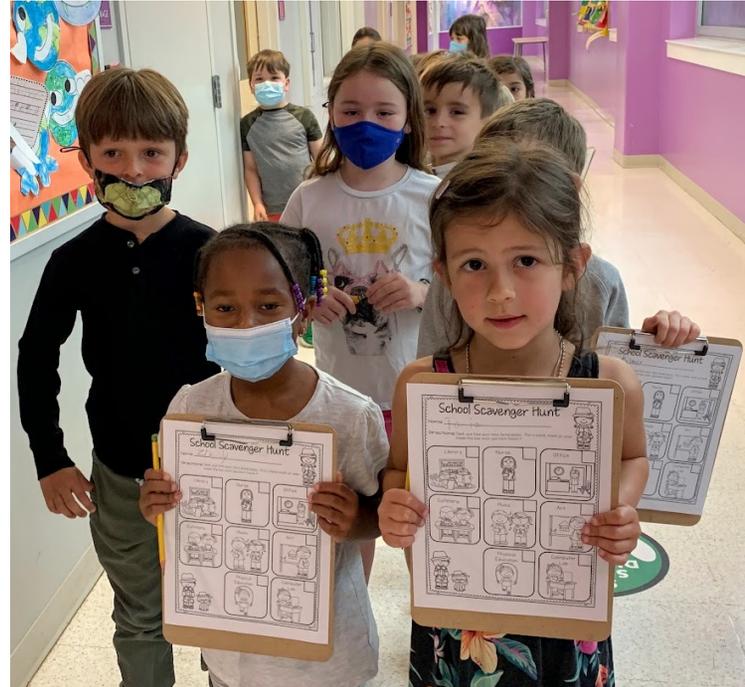
- **2017:** Parent-led Race, Class, and Equity Reading Group
- **2020:** Peabody-Watkins selected to partner with Kindred
- **2021:** Kindred Equity Team
 - working group on anti-racist resources for teachers and caregivers
- **2022:** Peabody launches Anti-Racist, Anti-Bias curriculum extension

Pulse Check



What are you excited about?

Pulse Check

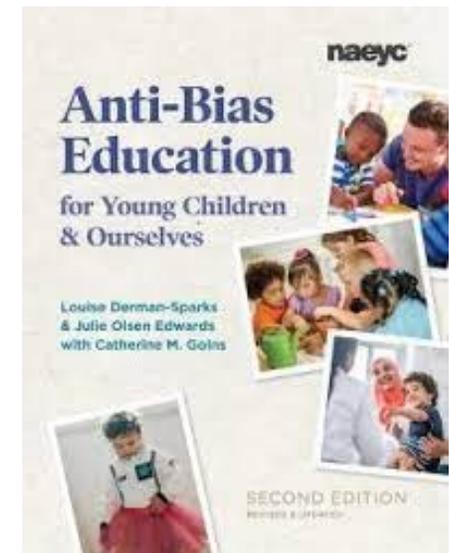


- **What questions do you have?**

Vocabulary and Extension Overview

5 Units of Study

- Identity
- Diversity
- Fair/Unfair
- Advocacy
- Holidays, Celebrations
& Traditions



Vocabulary and Extension Overview

Identity: Who am I? Who is my family?

- Self-awareness
- Positive personal and social identities
- Family pride
- Self-confidence without superiority



Vocabulary and Extension Overview

Diversity: Celebrating differences in my community

- **Comfort** and **joy** with children (and families) who are **different** from self
- **Accurate language** for human differences
- Forming **deep, caring connections** across all dimensions of **human diversity**

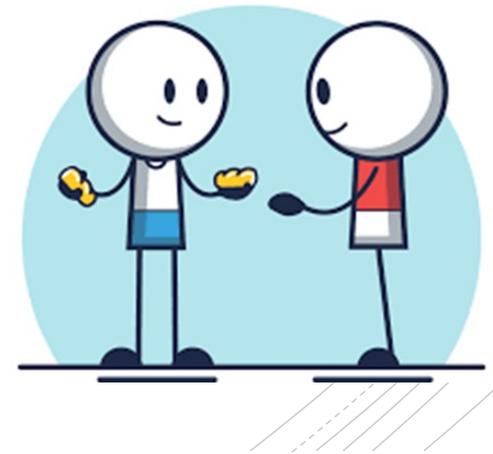


Vocabulary and Extension Overview

Fair/Unfair (Justice/Injustice):

Unfair situations can be made
fair

- Build capacity to **identify unfairness** and **bias**
- Nurture child's **empathy** for the **hurt unfairness and bias cause**



Vocabulary and Extension Overview

Advocacy: sticking up for oneself and others

- Sense of **empowerment**
- Ability to **stand up** for oneself
- Ability to **act** alone or with others **against bias, racism or unfairness**



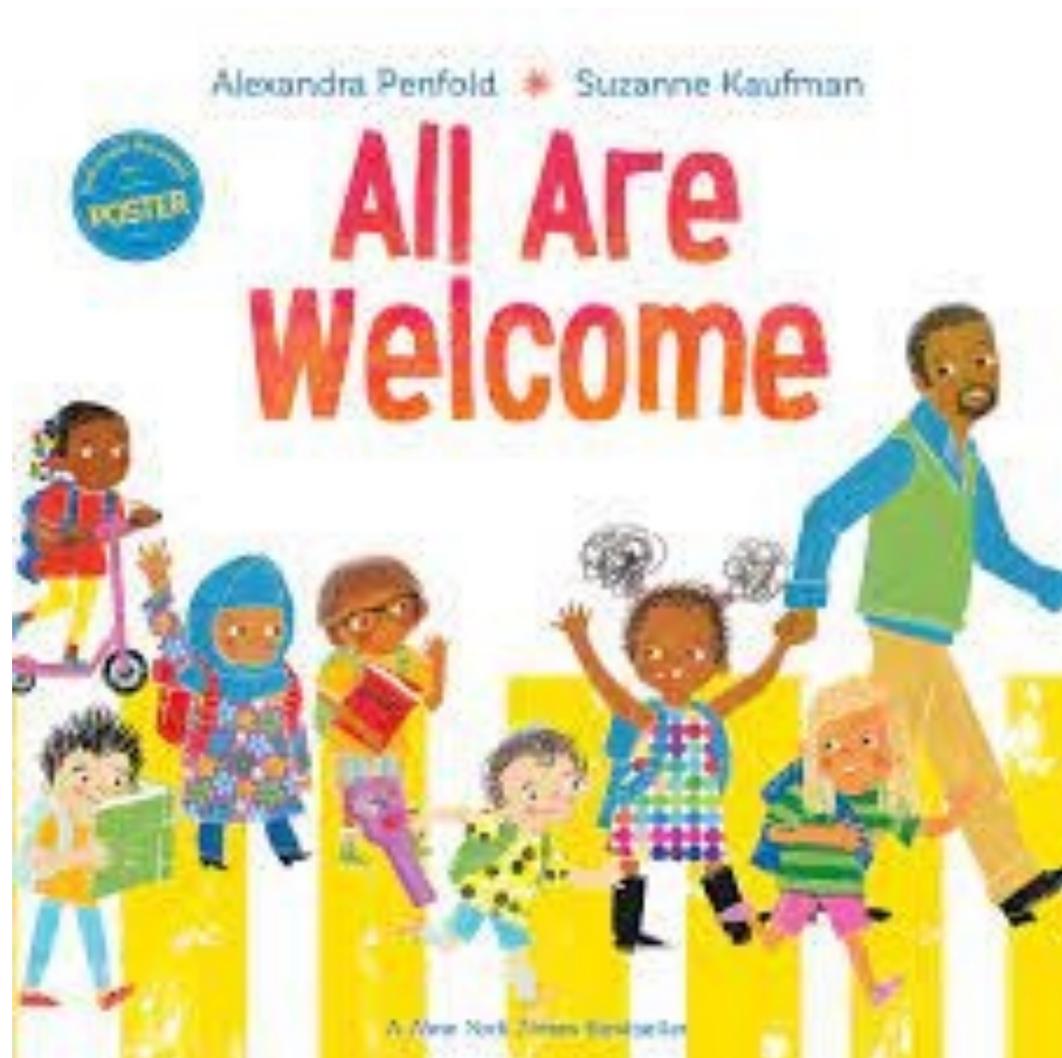
Vocabulary and Extension Overview

Family Holidays, Celebrations & Traditions

- A **learning** approach rather than a celebration.
- **How** a holiday or tradition is celebrated and its **meaning** to those who celebrate.
- **Inclusive and respectful** to children, families and teachers of all backgrounds.



Model Lesson





Pencils sharpened in their case.
Bells are ringing, let's make haste.
School's beginning, dreams to chase.
All are welcome here.

No matter how you start your day,
What you wear when you play.



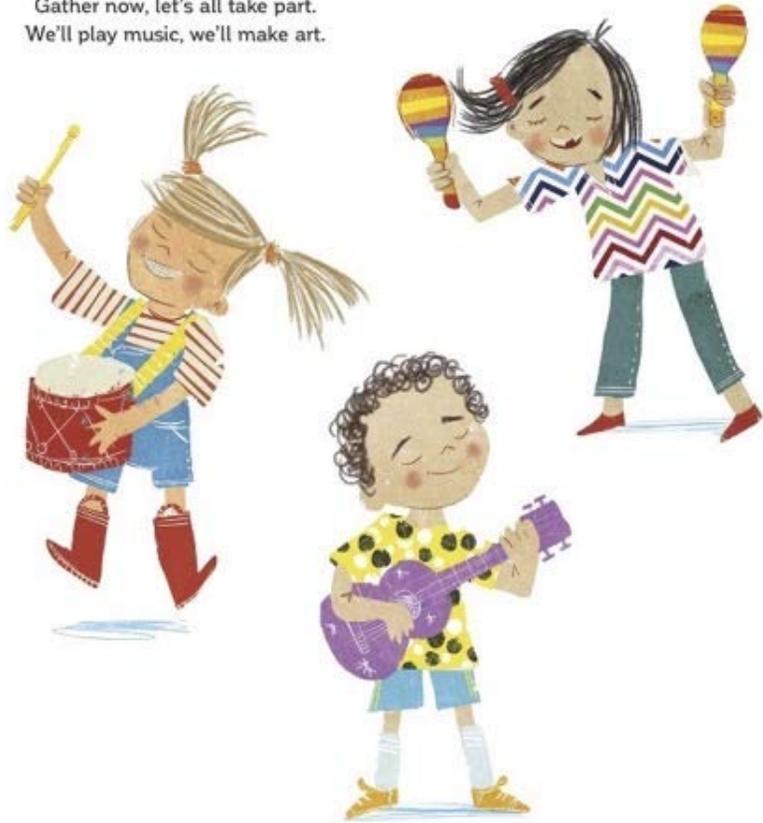
Or if you come from far away,
All are welcome here.

In our classroom safe and sound,
Fears are lost and hope is found.



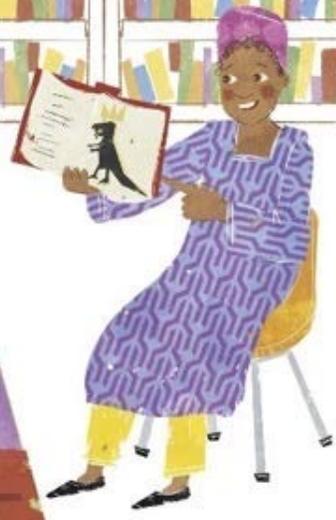
Raise your hand, we'll go around.
All are welcome here.

Gather now, let's all take part.
We'll play music, we'll make art.





We'll share stories from the heart.



All are welcome here.



Time for lunch—what a spread!
A dozen different kinds of bread.
Pass it around till everyone's fed.

All are welcome here.



Open doors, rush outside.
We will swing, we will slide.
We'll have fun side by side.
All are welcome here.



We're part of a community.
Our strength is our diversity.
A shelter from adversity.
All are welcome here.

You are welcome here.







Processing of the Lesson

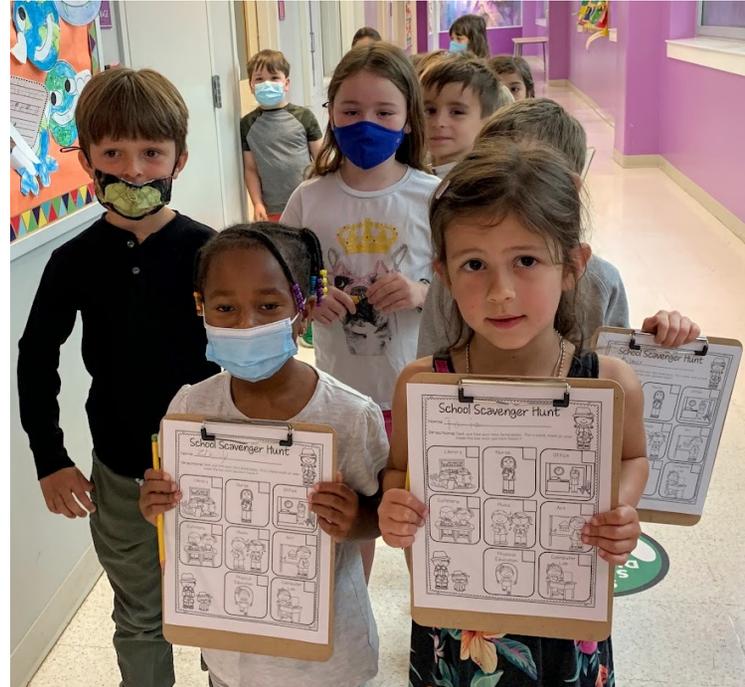
- What makes you feel welcome? What can we do or add to our classroom to help students feel welcome?
 - Do you know what an identity is? What else do you think can be part of someone's identity?
- 

Pulse Check #2



What are you excited about?

Pulse Check #2



- **What questions do you have?**

Call to Action

Call to
action
interest
form



Act at the Cluster community level

- Join the PTA Equity and Inclusion Committee
- Participate in our Kindred mini-dialogues

Act at the school level

- Provide input for our caregiver toolkit
- Volunteer to share a tradition or cultural practice with a grade level

Act at the classroom level

- Volunteer to share about your traditions and experiences

Act at the home level

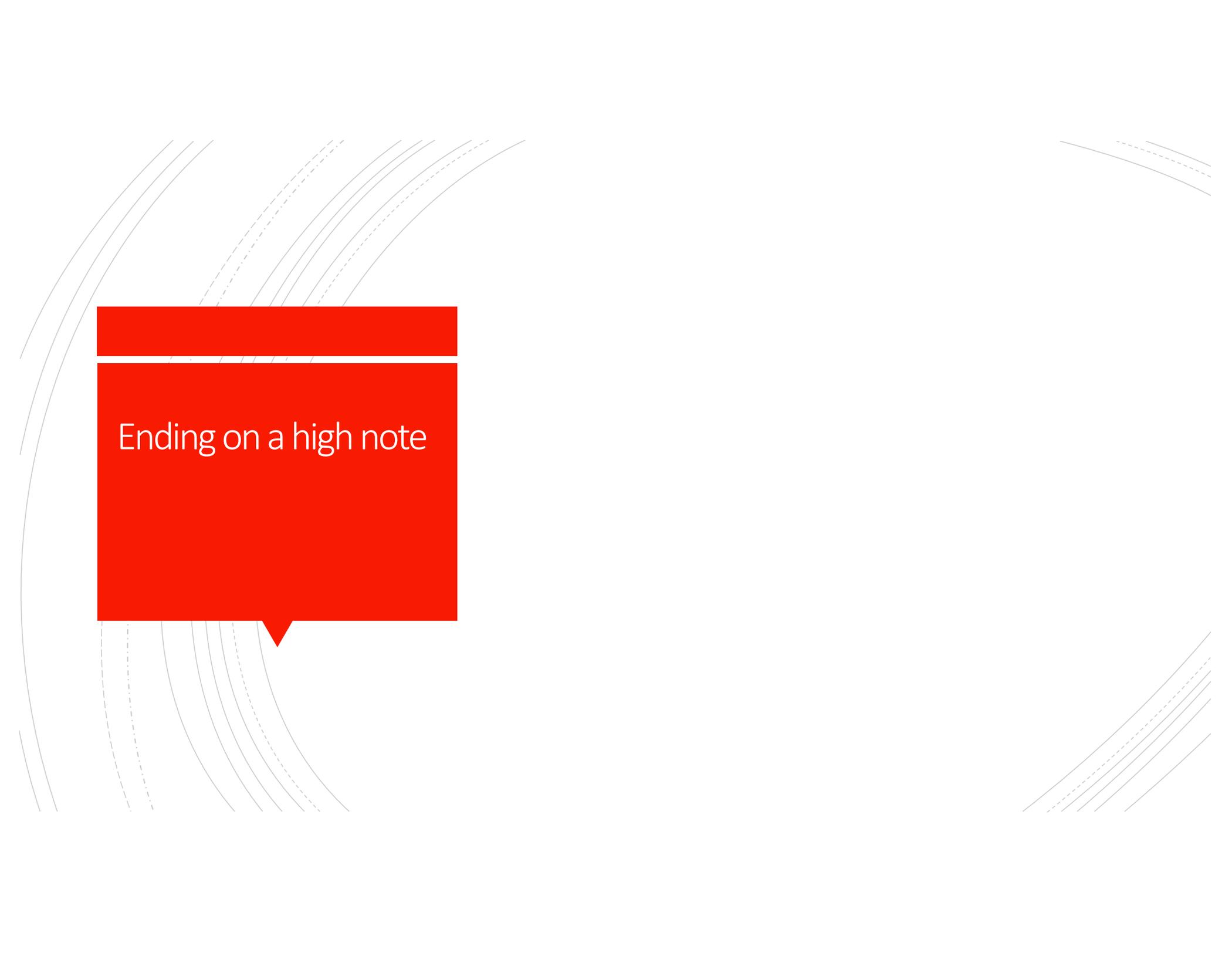
- Do an environmental assessment of your home

Do some self-reflection

- Reflect with a peer about tonight's conversation

Call to Action
Interest Form



The image features a white background with decorative elements. On the left side, there are several sets of curved lines, some solid and some dashed, that sweep across the frame. A prominent red callout box is positioned on the left, containing the text 'Ending on a high note'. The box has a white border and a small red triangle pointing downwards at its bottom center. The text is white and centered within the box. On the right side, there are a few more curved lines, including a dashed one, that mirror the style of the lines on the left.

Ending on a high note

References and Resources

- [DCPS Equity Framework](#)
- [DCPS Equity Homepage](#)
- [Understanding Anti-Bias Education: Bringing the Four Core Goals to Every Facet of Your Curriculum](#) - NAEYC