

Ibram X. Kendi was asked, what do you think the role of parents, educators and young people are in working toward antiracism?

Kendi's reply:

“I think it is so critical. I mean, think about it -- I am sure they assume some adults when they were 35 or 45 or 65, or 25, began to realize all of the racist ideas they had learned or consumed or internalized and began the difficult process of unlearning. Can you imagine if you learned antiracist from the beginning of your development? It is easier to learn than it is to unlearn. Right? And I want us to understand and recognize that our children are either going to learn racist or antiracist ideas. In other words if we don't actively protect them from this dangerous racist society, what do you think they will be taught?”





**Thank you for continuing on this
journey.**





Welcome

Ignite: Today we are going to ask you to to share with us in chat what you feel is best. You can respond just to me or to everyone. It is important that you put the first thing that comes to mind for each category.





Share


Do you have any favorites that are different from your family members?

Chunk: Do you know about bias?





<https://www.youtube.com/watch?v=mx-1VPumeD0>





bias-a preference or tendency one has for, or against, a group that affects their judgement of those who belong to the group.



Chew:

All of us have preferences that lead to biases. It is important to be aware of these biases so we can challenge them.





Review of Norms

Use a respectful tone when speaking.

If you disagree with a thought, state why you disagree with the issue(not the person). Everyone has a right to identify themselves in whatever way feels right to them. Others should respect that by using the words that person has chosen.

Stay present and be open to new ideas.

Be an active participant today. Some ideas and views may be different from yours. Being uncomfortable is a natural part of growth. Listen attentively to others.

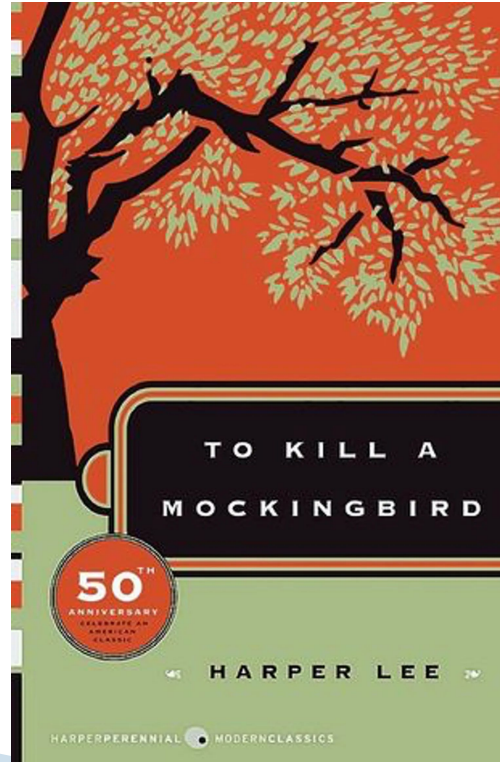
Respect privacy and identity of others.

Everyone has a right to identify themselves in whatever way feels right to them, others should respect that BY using the words that person has chosen. What is shared in our room, should stay in our class community.

end of lesson 1

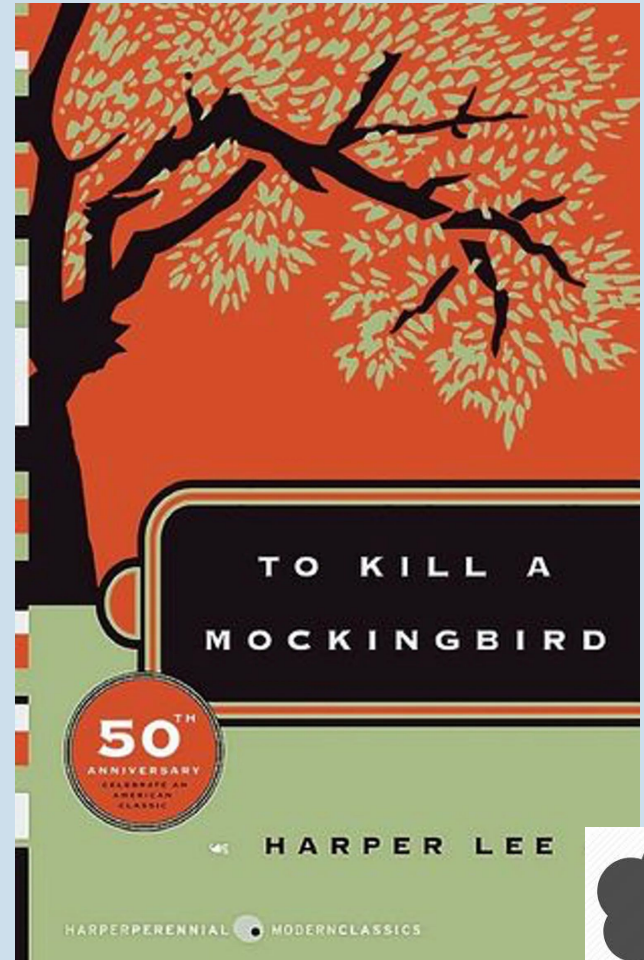


Ignite: Looking at the cover of this book, what predictions can you make about the topic?



Have you ever heard of the phrase, 'Don't judge a book by its cover'?

Have you ever found yourself judging someone based on their appearance before taking time to learn their story?





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Review: What examples of biases have you seen or done?





Chunk: What assumptions do we make?



<https://www.youtube.com/watch?v=4WkZ46K41Fo>

Chew: What were some 'AHA' moments you had while watching?

Review:

- What surprised you?
- Were there words or actions that stood out to you?
- What were some of the assumptions you noticed?
- Based on your identity, what assumptions do you think people might make about you?
- What questions do you wish that others would ask to better know you?



end of lesson 2





Ignite:

Imagine in our class one person chose the game and the rules for us daily. Consequently, that person also won the game each time. How would you feel? What if you somehow benefitted from the person winning?



Have you ever benefited from the scenario mentioned? How does this scenario occur? How do some people or groups have more control than others?

Chunk: What is Dominant Culture?





Chew/Review: What do you think of when you hear the words 'dominant' or 'to dominate'? How does this relate to culture?



The background of the slide is a light blue color. It is populated with numerous stylized, flat-design illustrations of people of various ethnicities, ages, and genders. The figures are scattered around the central text, some appearing to be in motion or dancing. The clothing is colorful and varied, including sweaters, jackets, dresses, and athletic wear. The overall mood is positive and inclusive.

end of lesson 3
day 1



Ignite: Take a look at the following image on the next slide.





1ST GEORGE WASHINGTON (1789-1797) 2ND JOHN ADAMS (1797-1801) 3RD THOMAS JEFFERSON (1801-1809) 4TH JAMES MADISON (1809-1817) 5TH JAMES MONROE (1817-1825) 6TH JOHN QUINCY ADAMS (1825-1829) 7TH ANDREW JACKSON (1829-1837) 8TH MARTIN VAN BUREN (1837-1841)



9TH WILLIAM H. HARRISON (1841) 10TH JOHN TYLER (1841-1845) 11TH JAMES K. POLK (1845-1849) 12TH ZACHARY TAYLOR (1849-1850) 13TH MILLARD FILLMORE (1850-1853) 14TH FRANKLIN PIERCE (1853-1857) 15TH JAMES BUCHANAN (1857-1861) 16TH ABRAHAM LINCOLN (1861-1865)



17TH ANDREW JOHNSON (1865-1869) 18TH ULYSSES S. GRANT (1869-1877) 19TH RUTHERFORD B. HAYES (1877-1881) 20TH JAMES A. GARFIELD (1881) 21ST CHESTER ARTHUR (1881-1885) 22ND GROVER CLEVELAND (1885-1889) 23RD BENJAMIN HARRISON (1889-1893) 24TH GROVER CLEVELAND (1893-1897)



25TH WILLIAM MCKINLEY (1897-1901) 26TH THEODORE ROOSEVELT (1901-1909) 27TH WILLIAM HOWARD TAFT (1909-1913) 28TH WOODROW WILSON (1913-1921) 29TH WARREN G. HARDING (1921-1923) 30TH CALVIN COOLIDGE (1923-1929) 31ST HERBERT HOOVER (1929-1933) 32ND FRANKLIN D. ROOSEVELT (1933-1945)



33RD HARRY S. TRUMAN (1945-1953) 34TH DWIGHT D. EISENHOWER (1953-1961) 35TH JOHN F. KENNEDY (1961-1963) 36TH LYNDON B. JOHNSON (1963-1969) 37TH RICHARD NIXON (1969-1974) 38TH GERALD FORD (1974-1977) 39TH JIMMY CARTER (1977-1981) 40TH RONALD REAGAN (1981-1989)



41ST GEORGE W. BUSH (1989-1993) 42ND BILL CLINTON (1993-2001) 43RD GEORGE W. BUSH (2001-2009) 44TH BARACK OBAMA (2009-2017) 45TH DONALD TRUMP (2017-2021) 46TH JOE BIDEN (2021-)



- What do you notice about this group of people?
 - What is similar? What is different?



Chunk: What is Dominant Culture?



The DOMINANT CULTURE is...

...the group of people in society who hold the most power and are often (but not always) in the majority.

The DOMINANT CULTURE is...

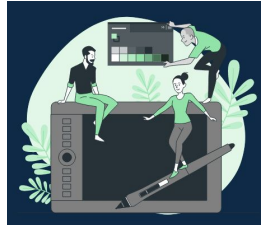
...in the U.S.: people who are white, middle class, Christian, and cisgender

The DOMINANT CULTURE is...

...in charge of the institutions and have established behaviors, values, and traditions that are considered acceptable and the “norm” in our countries.

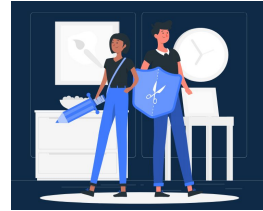


The dominant culture has created a 'normal' (or status quo) that has shaped how we see ourselves and the world around us



1

Which identities are inside the “imaginary box” of the dominant culture?
(Place these inside the box.)



2

Which identities are outside the box, and not a part of the dominant culture?
(Place these outside and all around the box.)



Chew: What's in the Box?

Cisgender male

Neurotypical

Black

Non-binary folx

Able-bodied

Transgendered

Educated

Cisgender male

Folx with disabilities

Muslim

Indigenous people of color
of the global majority

White

Cisgender female

DOMINANT CULTURE

Folx living in poverty

Upper-middle class

Jewish

Youth

Brown

Non-Christian folx

Buddhist

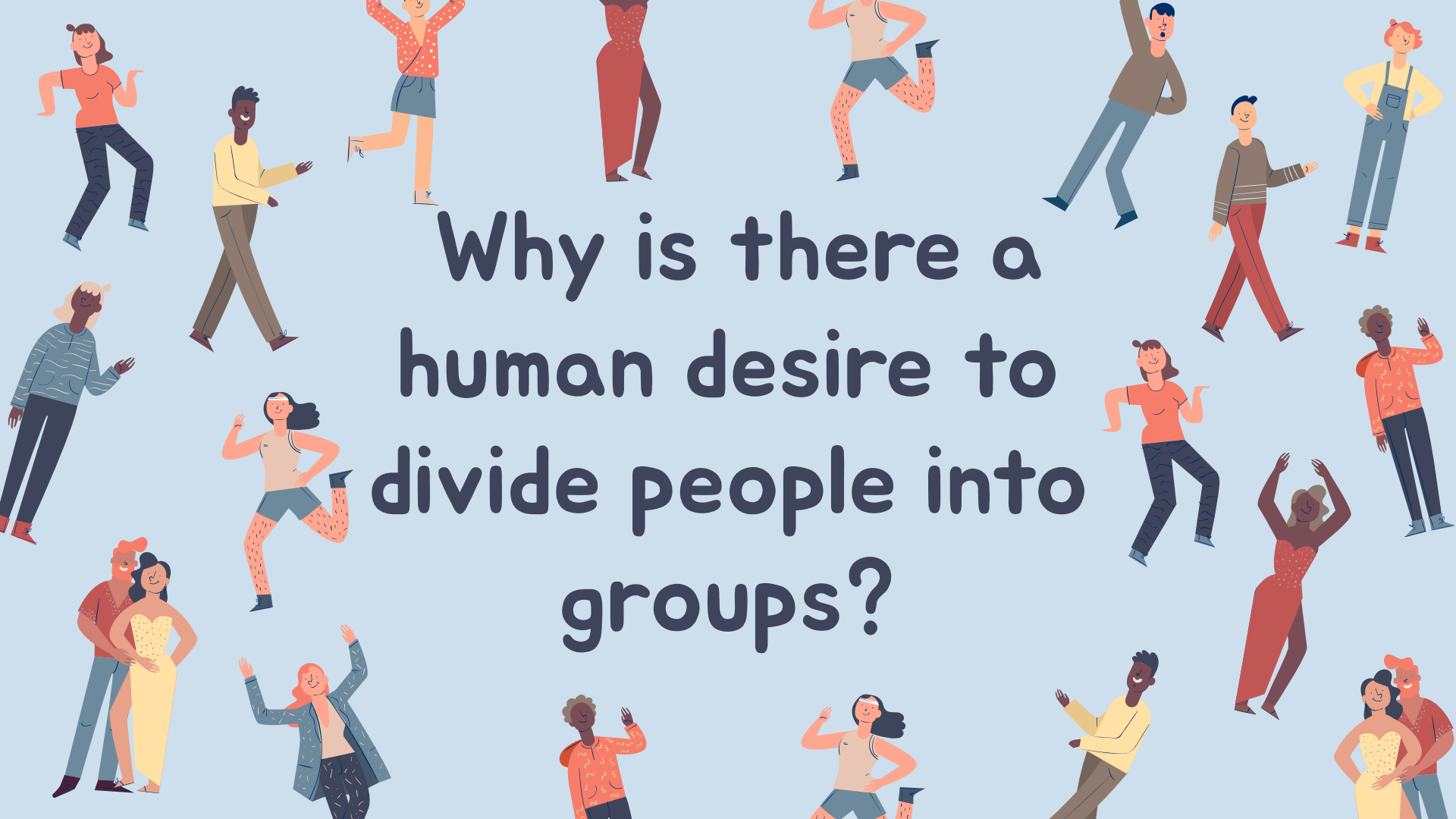
Atheist

Neurodiverse

Queer

Athletic



The image features a light blue background with a central text block. Surrounding the text are numerous stylized, flat-design illustrations of people of various ethnicities, ages, and genders. They are depicted in various dynamic poses, such as walking, dancing, and standing with arms raised. The clothing is diverse, including casual wear like t-shirts, jeans, and sweaters, as well as more formal or festive attire like a yellow dress and a red jumpsuit. The overall composition is vibrant and celebratory, emphasizing human diversity and social interaction.

Why is there a
human desire to
divide people into
groups?

Review: Do we need the box?



www.prec4it.org





end of lesson 3
day 2

Welcome!

Ignite: Read the quote and be ready to discuss.

“When I was twelve, my parents had two talks with me. One was the usual birds and bees. … The other talk was about what to do if a cop stopped me.

‘...you do whatever they tell you to do,’ [Daddy] said. ‘Keep your hands visible. Don't make any sudden moves. Only speak when they speak to you.’”

Excerpt from *The Hate U Give* by Angie Thomas



Trigger warning: tough topic with emotional responses depicted in this video.

Chunk: The 'Talk'




<https://www.youtube.com/watch?v=coryt8IZ-DE>



Chew:

- Have you had this talk with your family?
- Why are these conversations necessary in some families?
- How do you feel about the need for some families to have this conversation?



end of lesson 4
day 1

Welcome!

I. WHITE PRIVILEGE
DOESN'T MEAN YOUR
LIFE HASN'T BEEN HARD,
IT MEANS YOUR SKIN
TONE ISN'T ONE OF THE
THINGS MAKING IT HARDER!

*THERE'S PLENTY OF OTHER PRIVILEGES
(SOCIO-ECONOMIC, MALE, HETEROSEXUAL
CISGENDER, CHRISTIAN, ABLE-BODIED)
BUT WHITE PRIVILEGE IS PERHAPS THE
MOST ENDURING THROUGHOUT HISTORY*



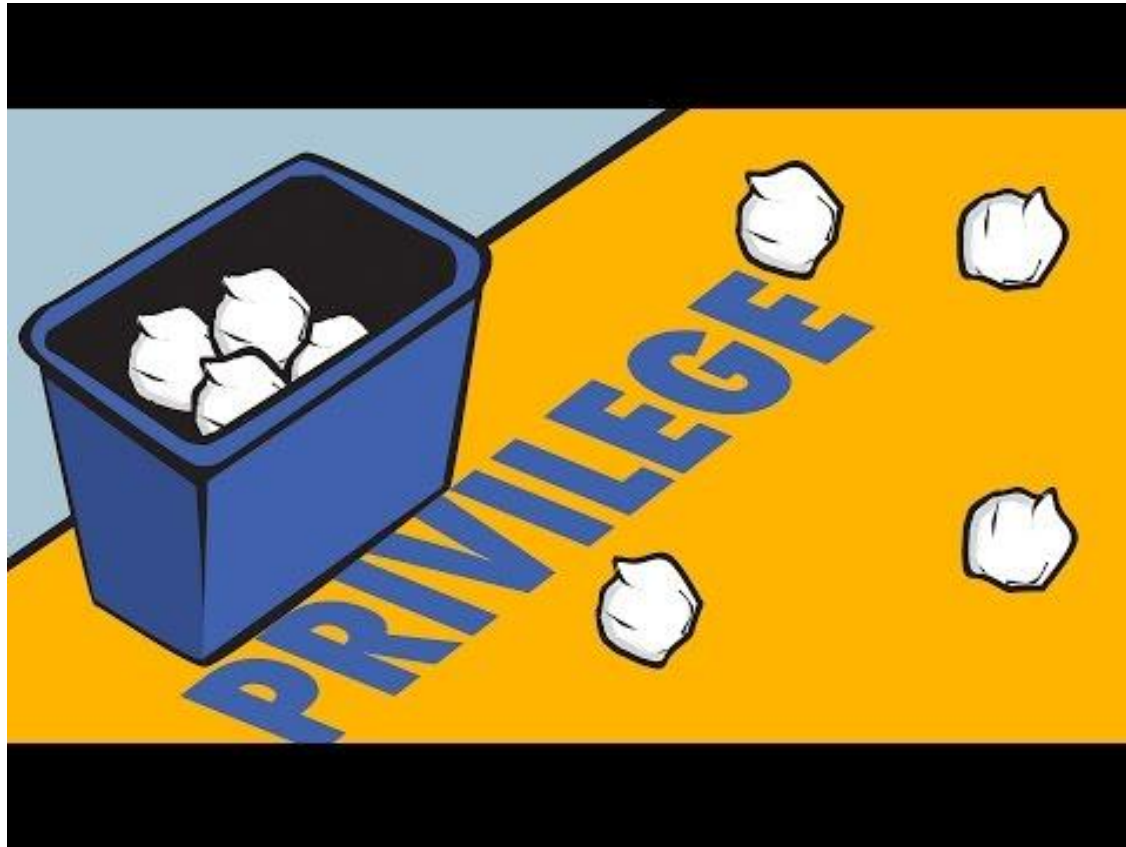
Ignite

Click on the link to the Google Doc in the chat to view a comic.

What is the message of this cartoon? Why do you think Richard feels that he “deserves to be on top”?



Chunk: What Is Privilege?



<https://www.youtube.com/watch?v=2KImvmuxzYE&t=41s>

Watch the video and complete the activity.



https://www.youtube.com/watch?v=BHS4YYKyALE&feature=emb_logo

Chew: Put a Finger Down


For this activity, you'll start with both hands up. I will read scenarios to you. If the scenario is true about you, put a finger down. We will see how many fingers folx have left at the end.



Review



- As you were reading and answering the questions, how did you feel?
- Were you aware of your privilege or lack of privilege?
- Why is it challenging for white people to think about (and do something about) white privilege?
- What is the cost of white privilege for persons of color?
- What is the cost of white privilege for white people?

The background features a collection of stylized, flat-design illustrations of diverse people in various poses and outfits. The figures are scattered around the central text, some appearing to be in motion or dancing. The color palette is bright and varied, including shades of orange, red, blue, yellow, and brown. The overall style is modern and inclusive.

end of lesson 4
day 2

A collection of colorful, stylized illustrations of diverse people in various poses and outfits, scattered around a central white text bubble. The people are depicted in a flat, modern art style with vibrant colors like orange, blue, red, and yellow. They are shown in various activities, some walking, some dancing, and some standing. The background is a light blue color.

Welcome

Ignite: Have you ever been accused of something that you did not do? How did you feel? Have people ever made assumptions about you because of your family members, your race, or your past? Have ever felt judged by a teacher because of previous mistakes you've made?



Chunk:

**Watch the following
videos**



<https://www.youtube.com/watch?v=fTcSVQJ2h8g>





<https://www.youtube.com/watch?v=fTcSVQJ2h8g>





<https://www.youtube.com/watch?v=L3662COVmn8&t=1s>

Chew:


1. What surprised you in the video?



Review

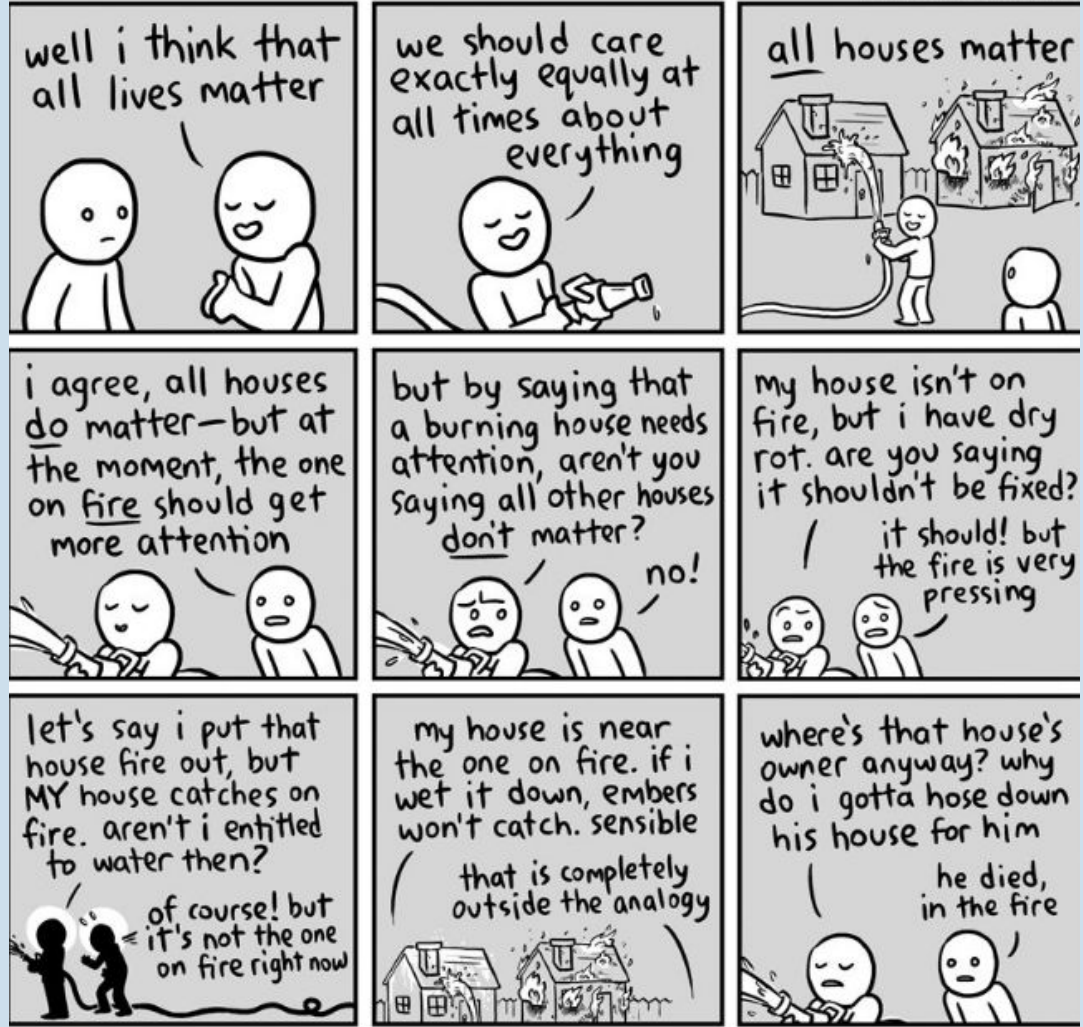
1. What assumptions did this individual make?
2. Why do you think those assumptions were made?





end of lesson 5
day 1

Ignite: What is the message of this comic?



Chunk:



<https://youtu.be/h8jUA7JBkF4>

Chew on these facts:


- In 2018, the average Black worker earned just 62% of what the average white worker made.
- 80% of teachers are white while 50% of the population are black or brown.
- Black and Latinx - 56% of people in prison are black or Latinx
- 71% of white people own their homes; 45% of Latinx people; 41% of black people own their homes
- White Americans live 4.5 years longer than black Americans.
- Black men are 5 times more likely to be imprisoned than white men; 13 times more likely when looking at 18-19 year olds.
- While blacks make up 19% of the population in Minneapolis, they are 58% more likely be involved in “use of force” incidents.
- August 2019 study showed that black men are 2.5 times more likely than white men to be killed by police. Black women - 1.4 times more likely than white women.



Review:

1. Which fact surprised you the most?
2. What do these facts tell us?
3. Why is it important to know these facts?
4. Can we change these facts?
5. How can we change these facts?



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end of lesson 5
day 2

**Ignite: What is
the message of
this image?**



Chunk:

A Conversation With Asian-Americans on Race

**BY GEETA GANDBHIR
AND MICHÈLE STEPHENSON**



Chew: Let's talk it out



This conversation took place in 2016. How has the treatment of Asian-Americans changed?

Chunk:



https://www.youtube.com/watch?v=_T2q4uKUoRY

Chew on these personal accounts of hate:

- “Go back to Chi-Na before you give us all coronavirus” --Alameda
- “I got yelled at “ ...Chinese who brought the coronavirus. Go back to China...blah blah blah...” by my neighbor who lives directly across from my house.” --San Francisco
- “A white man on open sidewalk approached and stepped directly in front of me and coughed in extremely exaggerated manner in my face loudly mouth wide open about 2 feet from my face and said ‘take my virus’.” --Lafayette
- “A group of Teenage Caucasian Americans screamed “corona” at us when my friend and I walked past them towards the restaurant. Then when we were about to leave, an Asian family of four biked past the same group, and got yelled at “here comes the corona squad” directly at them.” --Sunnyvale



Chew on these local accounts of hate:

- “My friend and I were eating lunch, and my friend is one of those students that likes to bounce around tables in the cafeteria to talk and socialize with her other friends. She is also of Asian descent. As she was walking around the cafeteria, I saw some students whispering as she came near, and shortly after that my friend came up to me again, saying that that group of students were saying “Ching Chong, Ching Chong” over and over to her.”--an ACPS middle school student
- “This was also around the same time last year. My friend and I walked into the cafeteria to be greeted with a poster that said something about promoting equality and accepting everyone, no matter their race. It depicted a couple of white students and a couple of black students holding hands and walking out of school. My friend, who is white, was absolutely infuriated with how the school depicted race, and I 100% agreed with her. She said, “why is it only black and white students? What about Hispanics, Asians, Muslims, Indians, etc? Why aren’t they represented?” It might have just been a poster, but it still hurt and we still talk about it to this day.” --an ACPS middle school student



What can we
do to help?



1

Interrupt
Speak up against
biased racist
remarks, every time

2

Question
Ask questions to find out
why they made the
offensive comment

3

Educate
Model & encourage other
students to become upstanders

4

Echo
If someone speaks
up against hate,
thank them

5

Report
Report any
incidents that
happen

6

Research
Create some time to
research what's
been happening

end of unit 3



The background of the slide is filled with numerous small, stylized illustrations of diverse people in various poses and outfits. The people are depicted in a flat, modern art style with a color palette of warm oranges, reds, yellows, and blues, set against a white background. The figures are scattered around the central text, some appearing to be in motion or dancing, creating a vibrant and inclusive atmosphere.

ACPS Anti-Racism Policy

Ignite: What's the difference
between not racist and
anti-racist?

ACPS Anti-Racism Policy

Albemarle County Public Schools is committed to establishing and sustaining an equitable community that achieves the School Division's equity mission to end the predictive value of race and ensure each individual student's and staff's success. The Albemarle County School Board and School Division reject all forms of racism as destructive to their mission, vision, values, and goals.

Looks Like



Sounds Like



Feels Like

1. Establishing and sustaining a school community that shares the collective responsibility to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism.

What does this look like; sound like; feel like?

2. Eliminating inequitable practices and cultivating the unique gifts, talents, and interests of every child to end the predictive value of social or cultural factors, such as race, class, or gender, on student success (ACPS Equity & Access Initiative: A Call to Action, 2017).

What does this look like; sound like; feel like?

3. Respecting and championing the diversity and life experiences of all community members to support the school division's mission, vision, values, goals, and objectives

What does this look like; sound like; feel like?

4. Acknowledging that racism is often compounded by other forms of discrimination, including, but not limited to, those protective classes referenced in policy AC, Nondiscrimination.

What does this look like; sound like; feel like?

Call to action

