

Lower School Anti-Bias Curriculum

2019-2020

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We began the meeting asking parents to think about this question:

**What do you want your children to be like as
older children and adults?**

Answers given aligned well with the next slides, which describe the purposes and goals of Anti-Bias Education...

What Is Anti-Bias Education?

“In an anti-bias classroom, children learn to be proud of themselves and of their families, to respect human differences, to recognize bias, and to speak up for what is right.”

Anti-Bias Education Asks These Questions:

- **How does living in a highly diverse and inequitable (unjust) society affect children's development?**
- **What do children need in a diverse but inequitable society to grow up healthy and strong?**
- **What do educators (and families) need to respond to this challenge?**

Four Goals of Anti-Bias Education

- **Identity** - Each child will demonstrate self-awareness, confidence, family pride, and positive social identities
- **Diversity** - Each child will express comfort and joy with human diversity, accurate language for human differences; and deep, caring human connections.
- **Justice** - Each child will increasingly recognize unfairness (injustice), have language to describe unfairness, and understand that unfairness hurts.
- **Action** - Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice or discriminatory actions



Anti-Bias Education at Berkeley Carroll

Anti-Bias Curriculum (ABC)



Health & Human Sexuality(HHS)

Anti-Racist Curriculum (ARC)

The BC ABC curriculum has 2 arms: HHS, which was implemented 6 years ago, and ARC, which has been developing over the past few years, as faculty have participated in reading and professional development. This summer, a group of faculty and administrators, including teachers from each grade level, wrote a series of lessons for each age group, which will form the base of the curriculum. Through these lessons, which were developed in response to relevant themes identified by the faculty, all children will have the chance to notice, think, and talk about aspects of their lives related to race and racism--from skin color to microaggressions to systemic inequality--in age appropriate ways.

What do these Goals Mean for Students?

Anti-Bias Education Goal 1: Identity

In what ways do I nurture construction of a knowledgeable, confident self-identity and group identity in myself?

Anti-Bias Education Goal 2: Diversity

How do I promote my own comfortable, empathic interactions with people from diverse backgrounds?

Anti-Bias Education Goal 3: Justice

In what ways do I support/reject my own biases?

Anti-Bias Education Goal 4: Action

Under what circumstances do I cultivate my ability to stand up for myself and others in the face of bias?

Social Justice Standards: Action

Action 16 Grades PreK3-2

I care about those who are treated unfairly.

Action 16 Grades 3-5

I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.

Action 16 Grades 6-8

I am concerned about how people (including myself) are treated and feel for people when they are excluded or mistreated because of their identities.

This slide provides an example of how standards evolve as students mature.

Student Norms for Class Discussions

PreK-1st Grade

1. Speak from the “I” perspective.
2. Ask questions
3. Work through feelings. “When you said that, I felt...”

2nd Grade

1. Speak from the “I” perspective.
2. What we hear stays; what we learn leaves.
3. Ask questions and don’t worry about making mistakes.
4. Work through feelings. “When you said that, I felt...”

Grades 3 & 4

1. You have the right not to share.
2. What we hear stays; what we learn leaves.
3. Ask questions and don’t worry about making mistakes.
4. Accept confusion and discomfort: it will happen.
5. Work through feelings. Use this sentence starter: “When you said that, I felt...”

We have established norms for students in different age groups, which graduate in complexity as their capacity to tackle increasingly nuanced topics expands.

Embrace Discussions About Race

- Remember, it's okay to talk about race (and a form of privilege to *not* talk about it.)
- Tough Conversations
 - Talking about race can be awkward and difficult. Sometimes a follow up conversation is needed. It's okay not to have an answer on the spot, but follow through with one. (You can always buy time with, "What a great question! I want to think about that.")
- Tone is important
 - Sometimes it's not what you say, it's how you say it. If you talk about race in an uncomfortable manner it reinforces that race is something to be avoided.

Some ways to get conversations started...

- Highlight racial identity for white people and people of color--talk about your identity and that of family and friends, or of characters in books, television shows, and movies.
 - Read teacher communication to find out what your children have been learning and ask them about the book they read or the activity they did in class.
 - Borrow books from our library.
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Resources for Families

For adults:

Podcasts

- [Teaching Six Year Olds about Power and Privilege](#) (KQED Mindshift--warning, there's some explicit language toward the end of the podcast)
- [Talking Race with Children](#) (NPR/Sesame Workshop Life Kit series)

Reading:

White Fragility by Robin DiAngelo

So You Want to Talk about Race? By Ijeoma Oluo

The [Social Justice Teaching Standards by Teaching Tolerance](#) and *Anti Bias Education for Young Children and Ourselves* were resources for us.

Children's books

Many of these (and more) are read in class. Be sure to check classroom newsletters and Ask Me Abouts for titles. Some books are currently read in several grades. This is the first year we're doing this curriculum and we want to be sure to cover certain topics with all students. In the future, while we may choose to re-read some titles to different age groups, there are likely to be some additions and changes. Stay tuned!

<u>Pre K:</u>	<u>Kindergarten:</u>	<u>Grade 1:</u>
<ul style="list-style-type: none">● <i>The Colors of Us</i>● <i>Happy in Our Skin</i>● <i>All the Colors We Are</i>● <i>Violet's Music</i>● <i>One Hot Summer Day</i>● <i>Max Found Two Sticks</i>● <i>The Squiggle</i>● <i>Jamaica's Find</i>● <i>The Summer Nick Taught his Cats to Read</i>	<ul style="list-style-type: none">● <i>Last Stop on Market Street</i>● <i>Carmela Full of Wishes</i>● <i>The Color of Us</i>● <i>Happy in Our Skin</i>● <i>The Day You Begin</i>● <i>My Three Best Friends and Me</i>● <i>Shades of People</i>● <i>The Skin You Live In</i>	<ul style="list-style-type: none">● <i>The Color of Us</i>● <i>Happy in Our Skin</i>● <i>Hair Love</i>● <i>Don't Touch My Hair!</i>● <i>Stella Diaz has Something to Say</i>● <i>Jessica Loves Soccer</i>● <i>Big Hair, Don't Care</i>● <i>Yasmin the Super Hero</i>● <i>Thank You, Omu!</i>● <i>The Name Jar</i>● <i>A Day with Yaya</i>● <i>Shades of People</i>

Children's books, continued

Grade 2:

- *All are Welcome Here*
- *Shades of People*
- *Amazing Grace*
- *When Aidan Became a Big Brother*
- *Mixed Me*
- *Islandborn*
- *Subway Sparrow*
- *My Name is Yoon*
- *Why am I Me?*
- *My Brown Skin*

Grade 3:

- *The Other Side*
- *Each Kindness*
- *Jabari Jumps*
- *Eagle Song*
- *Indian Shoes*
- *Martin's Big Words*
- *Step Stomp Stride*
- *Ziggy and the Black Dinosaurs*
- *Encounter*

Grade 4:

- *The Boy Who Harnessed the Wind*
- *Heart and Soul*
- *Esperanza Rising*
- *Home of the Brave*
- *Mandela*
- *Sit In*
- *Side by Side*
- *Paper Son*
- *Wangari Maathai*