

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?”





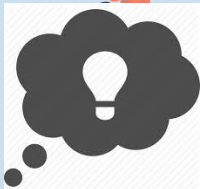
**Thank you for continuing on this
journey.**



A vibrant illustration featuring a diverse group of stylized people in various poses and outfits, scattered around a central white speech bubble. The people are depicted in a flat, modern art style with a color palette of blues, oranges, yellows, and greys. They are shown in various dynamic poses, some walking, some jumping, and some standing. The background is a solid light blue.

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.



The background of the slide is filled with numerous small, colorful illustrations of diverse people in various poses, suggesting a party or celebration. The people are depicted in a flat, stylized art style with a variety of skin tones, hair colors, and clothing. Some are dancing, some are jumping, and others are in celebratory poses. The central text bubble is a light blue, irregular shape that stands out against the white background and the colorful figures.

Share

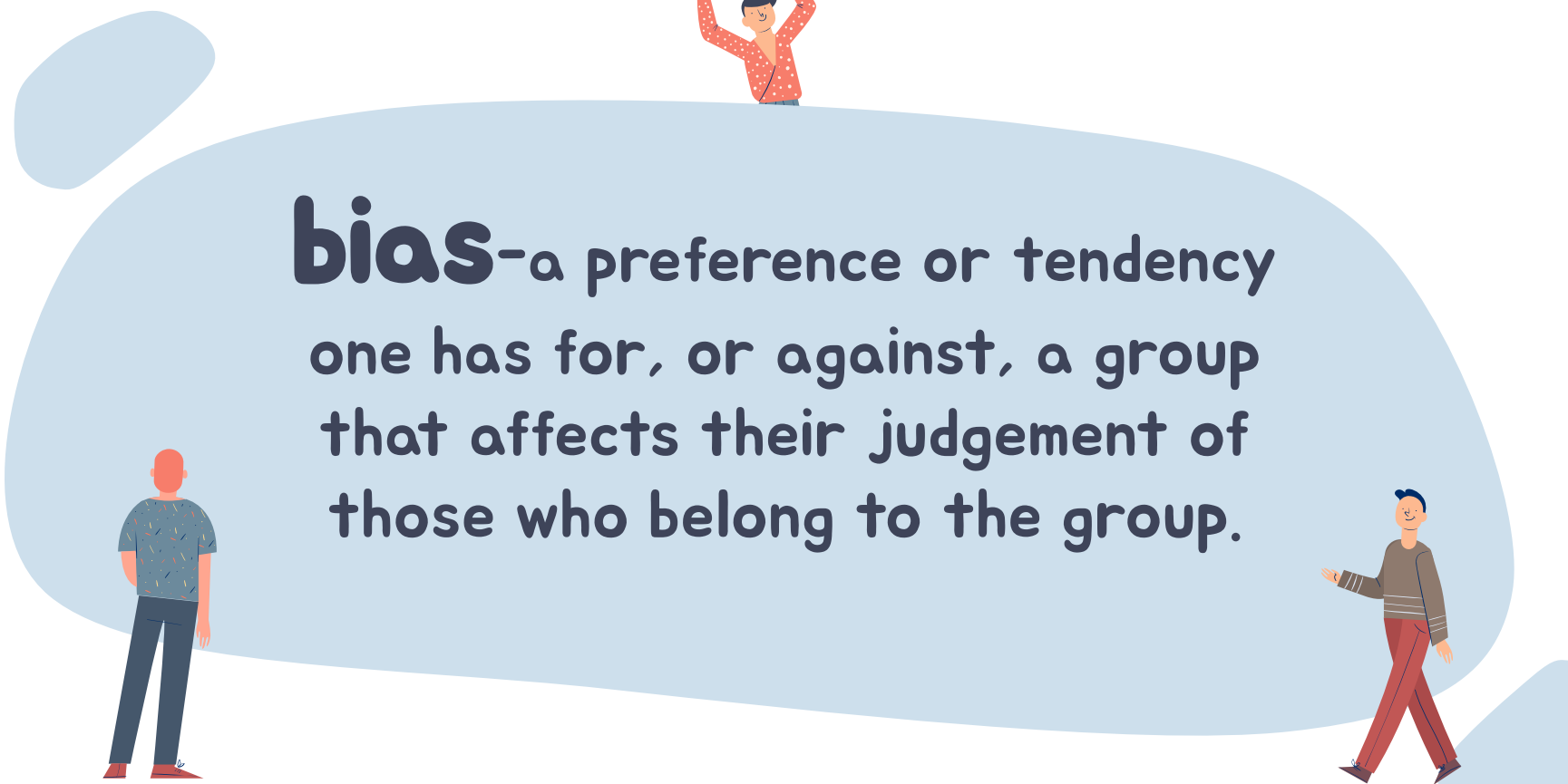
Do you have any favorites
that are different from
your family members?

Chunk: Do you know about bias?



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



A large, light blue, irregular speech bubble shape is the central focus. Three stylized human figures are positioned around it. One figure is at the top center, with arms raised in a celebratory gesture, wearing a red jacket with white polka dots. Another figure is on the bottom left, seen from the back, wearing a grey t-shirt with colorful speckles and dark pants. A third figure is on the bottom right, walking towards the right, wearing a brown sweater and red pants. The background is white with some light blue abstract shapes.

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.

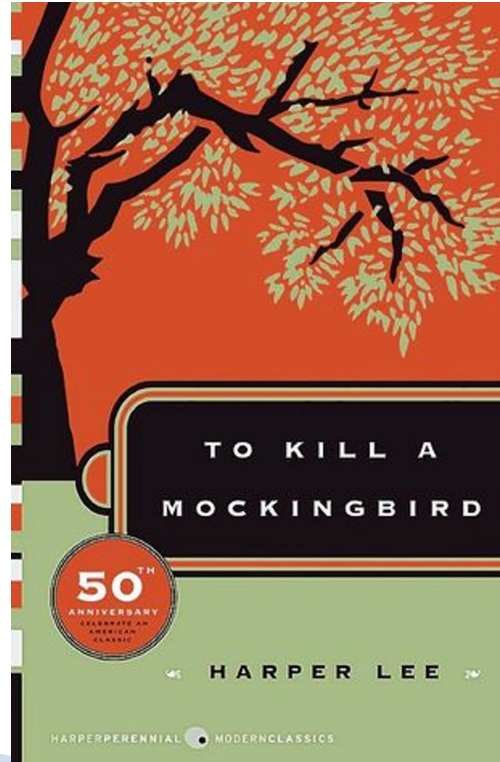
Respect privacy and identity of others.

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.



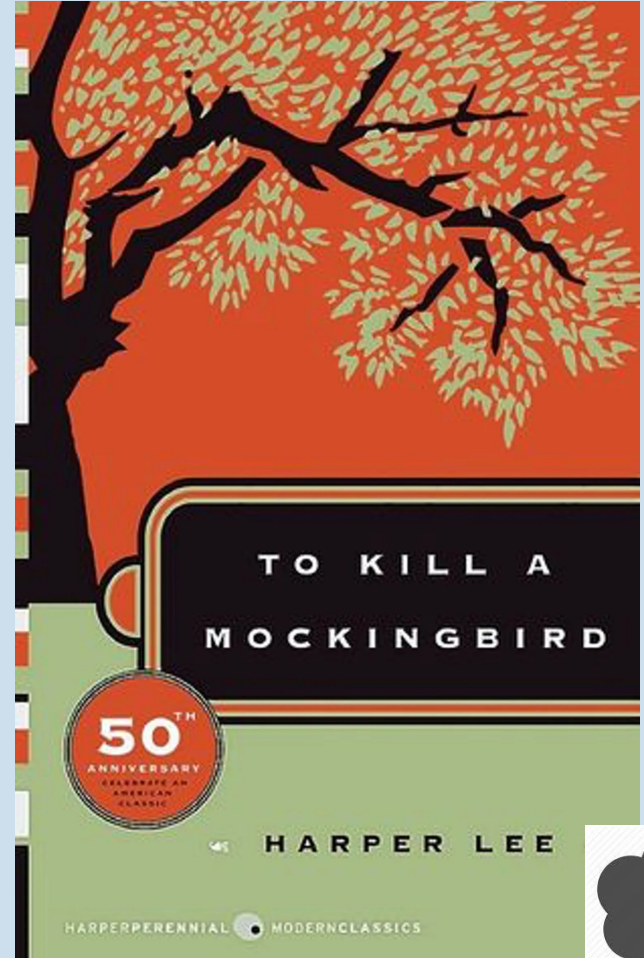
end of lesson 1

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?



Review of Norms



Use a respectful tone when speaking.


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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.

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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. They are shown in a variety of dynamic poses, such as walking, running, jumping, and dancing. The clothing is also diverse, including casual wear like t-shirts, jeans, and sweaters, as well as more formal or specific items like a red dress and overalls. The overall impression is one of a vibrant, multicultural community.

**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:

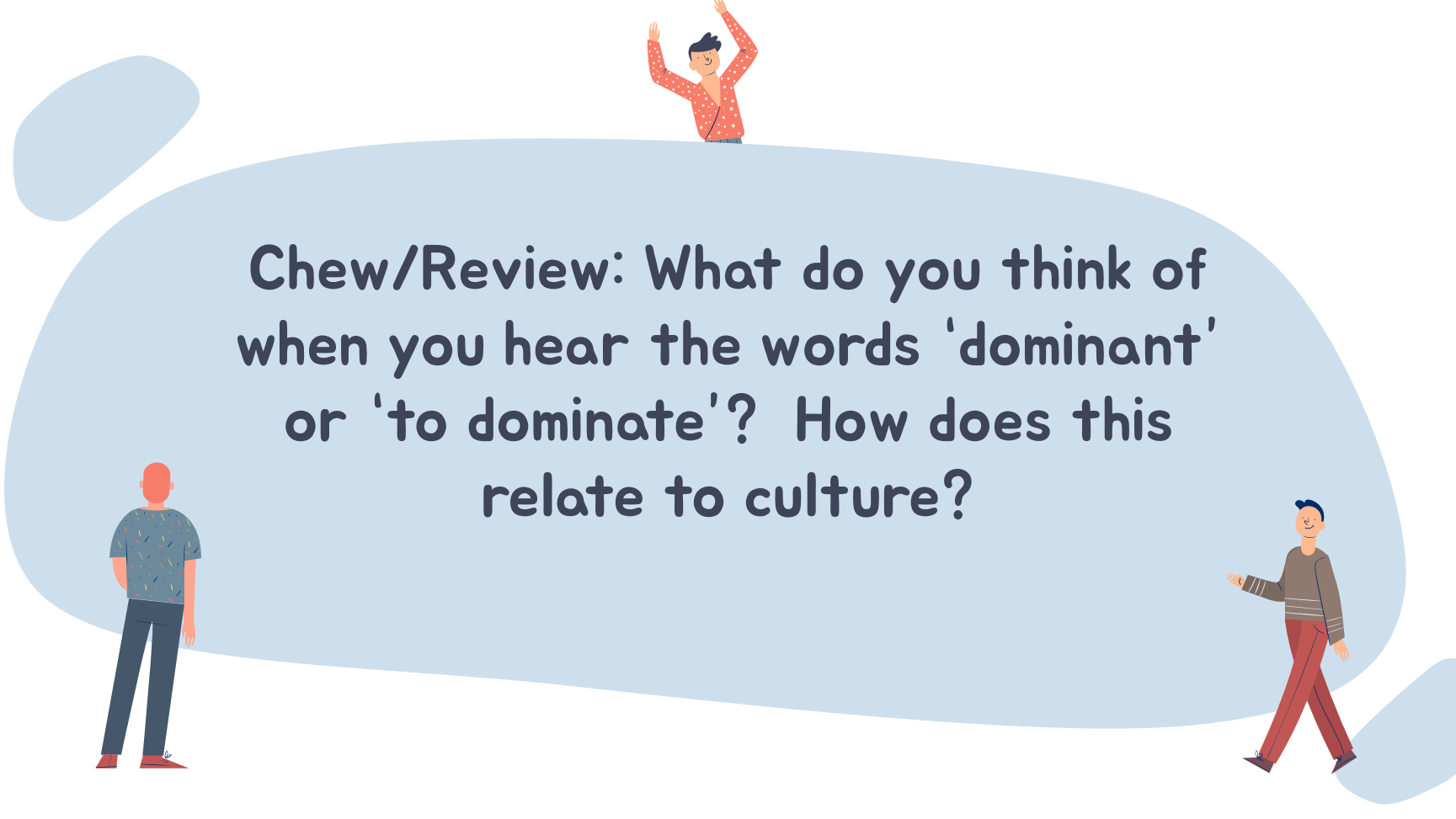
Imagine in our class one person chose the game and the rules for us daily. Consequently, that person also won the game each time. How would you feel? What if you somehow benefitted from the person winning?



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?



A large, light blue, irregular speech bubble shape dominates the center of the image. Three stylized human figures are positioned around it. One figure, wearing a red jacket with white polka dots, stands on top of the bubble with arms raised in a celebratory gesture. Another figure, wearing a grey t-shirt with a colorful pattern and dark pants, stands to the left of the bubble, looking towards the text. A third figure, wearing a brown jacket and red pants, stands to the right of the bubble, gesturing with one hand. The background is white with a few light blue abstract shapes.

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



end of lesson 3
day 1

An illustration featuring three stylized human figures and a large, light blue, irregular blob shape. One figure, wearing a red jacket with white polka dots, stands atop the blob with arms raised in a celebratory gesture. A second figure, wearing a grey patterned t-shirt and dark pants, stands to the left of the blob, facing away from the viewer. A third figure, wearing a brown sweater and red pants, is walking towards the right side of the blob. The background is plain white.

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





- 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...

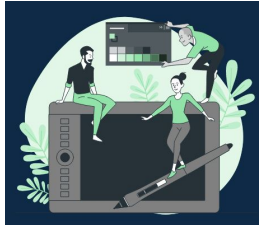
...in the U.S.: people who are white, middle class, Christian, and cisgender

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.

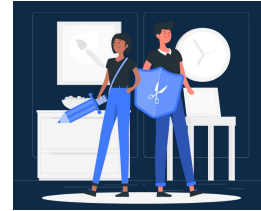


The dominant culture has created a 'normal' (or status quo) that has shaped how we see ourselves and the world around us



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.)



Neurotypical

Chew: What's in the Box?

Cisgender male

Black

Non-binary folx

Able-bodied

Transgendered

Educated

Cisgender male

Muslim

White

Cisgender female

DOMINANT CULTURE

Folx with disabilities

Indigenous people of color
of the global majority

Folx living in poverty

Upper-middle class

Jewish

Youth

Brown

Non-Christian folx

Buddhist

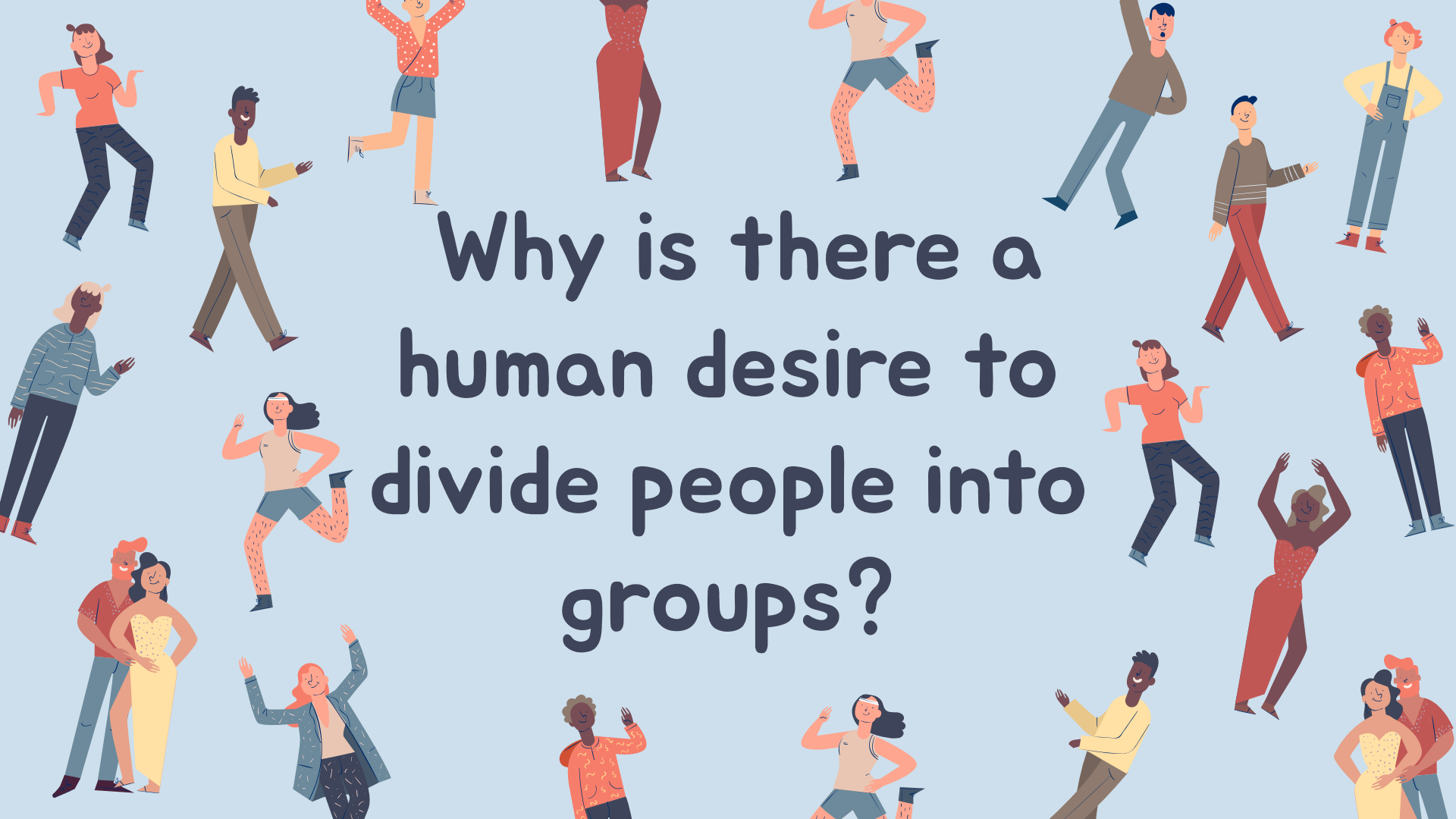
Atheist

Neurodiverse

Queer

Athletic



The background of the slide is a light blue color. Scattered around the central text are numerous stylized, flat-design illustrations of people of various ethnicities, ages, and genders. They are depicted in a variety of dynamic poses, such as dancing, jumping, walking, and running. The clothing is colorful and varied, including t-shirts, jeans, overalls, and dresses. The overall style is modern and vibrant, emphasizing human diversity and movement.

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

Review: Do we need the box?



www.precbt.org



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. These figures are scattered across the frame, many in dynamic, expressive poses that suggest movement, dance, or celebration. Some are walking, some are jumping, and others are in more static but confident stances. The clothing is simple and colorful, contributing to a vibrant and inclusive atmosphere.

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=coryt8lZ-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!

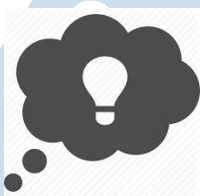
THERE'S PLENTY OF OTHER PRIVILEGES
(SOCIO-ECONOMIC, MALE, HETEROSEXUAL
CISGENDER, CHRISTIAN, ABLE-BODIED)
BUT WHITE PRIVILEGE IS PERHAPS THE
MOST ENDURING THROUGHOUT HISTORY



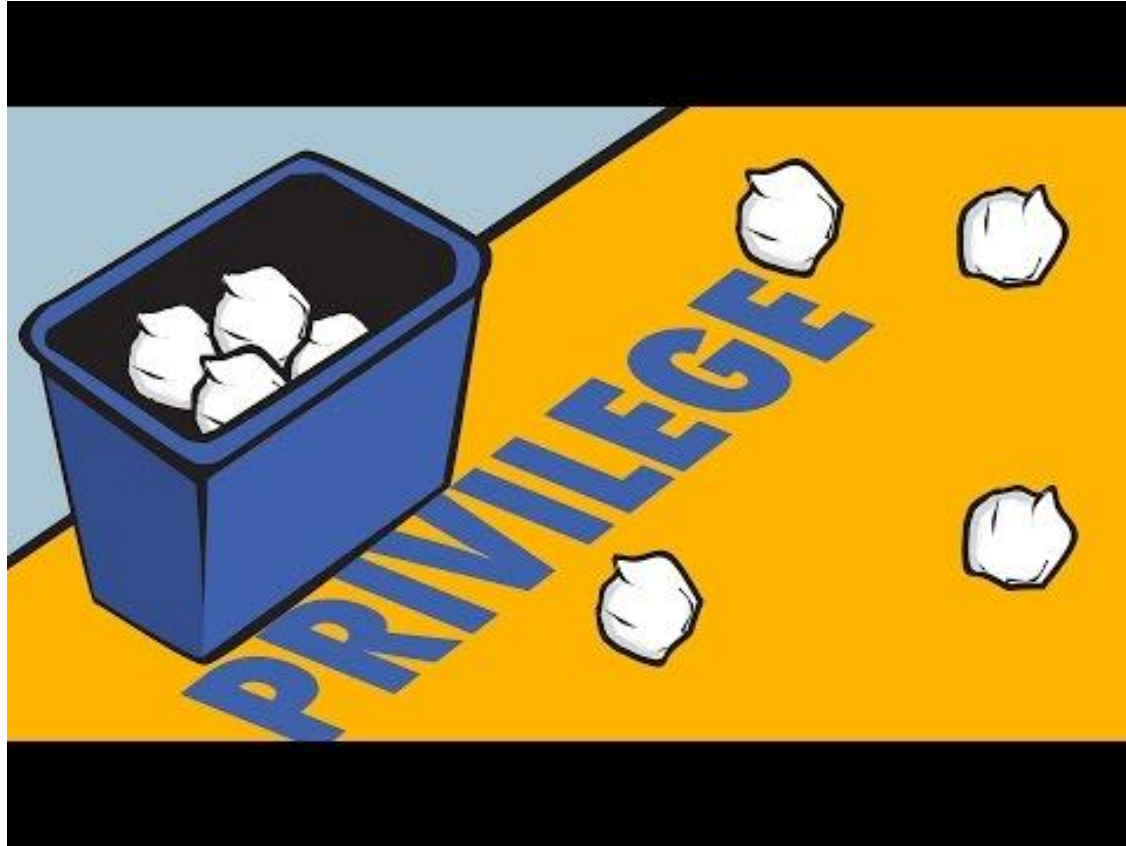
Ignite

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 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. These figures are scattered around the central text, some appearing to be in motion (like running or jumping) and others in more static poses. The clothing is colorful and varied, including sweaters, t-shirts, shorts, skirts, and dresses. The overall style is modern and inclusive.

end of lesson 4

day 2

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. These figures are scattered around the central text bubble, some appearing to dance, walk, or pose. The central text bubble is a white, rounded rectangle with a soft drop shadow, containing the word 'Welcome' in a large, bold, dark blue font, followed by a paragraph of text in a smaller, dark blue font.

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

RACISM

IS REAL

<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?



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. These figures are scattered around the central text, some appearing to be in motion (like running or jumping) and others in more static poses. The clothing is colorful and varied, including items like polka-dot shirts, overalls, and patterned leggings. The overall style is modern and inclusive.

end of lesson 5

day 1

Ignite: What is the message of this comic?

well i think that all lives matter



we should care exactly equally at all times about everything



all houses matter



i agree, all houses do matter—but at the moment, the one on fire should get more attention



but by saying that a burning house needs attention, aren't you saying all other houses don't matter?



my house isn't on fire, but i have dry rot. are you saying it shouldn't be fixed?



it should! but the fire is very pressing

let's say i put that house fire out, but MY house catches on fire. aren't i entitled to water then?



of course! but it's not the one on fire right now

my house is near the one on fire. if i wet it down, embers won't catch. sensible



that is completely outside the analogy

where's that house's owner anyway? why do i gotta hose down his house for him



he died, in the fire

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?



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. These figures are scattered across the frame, many in dynamic, expressive poses that suggest movement, dance, or celebration. Some are standing with arms raised, others are in mid-stride, and some are embracing. The clothing is simple and colorful, including items like t-shirts, sweaters, jeans, and dresses. The overall mood is positive and inclusive.

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**

<https://www.nytimes.com/video/opinion/100000004308529/a-conversation-with-asians-on-race.html>



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

The background of the image is filled with numerous stylized, flat-design illustrations of people of various ethnicities, ages, and genders. They are depicted in a wide range of dynamic poses, including walking, running, jumping, dancing, and standing with hands on hips. The color palette is vibrant, featuring a mix of warm and cool tones like reds, oranges, yellows, blues, and browns. The overall composition is lively and inclusive, suggesting a global or multicultural theme.

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



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. These figures are scattered across the frame, many in dynamic, expressive poses that suggest movement, dancing, or celebration. The clothing is colorful and varied, including sweaters, t-shirts, jeans, overalls, and dresses. Some figures are walking, some are jumping, and others are in more static but still lively poses. The overall composition is vibrant and inclusive, framing the central text.

end of unit 3

The background of the slide is decorated with numerous stylized illustrations of people of various ethnicities, ages, and genders. They are depicted in dynamic, joyful poses such as dancing, jumping, and running. The color palette for the illustrations includes warm tones like reds, oranges, and yellows, as well as cooler tones like blues and greys. The central text is prominently displayed in a dark, sans-serif font.

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



Contents of This Template



Here's what you'll find in this **Slidesgo** template:

1. A slide structure based on a multi-purpose presentation, which you can easily adapt to your needs. For more info on how to edit the template, please visit **Slidesgo School** or read our **FAQs**.
2. An assortment of illustrations that are suitable for use in the presentation can be found in the **alternative resources** slide.
3. A **thanks** slide, which you must keep so that proper credits for our design are given.
4. A **resources** slide, where you'll find links to all the elements used in the template.
5. **Instructions for use**.
6. Final slides with:
 - The **fonts and colors** used in the template.
 - A selection of **illustrations**. You can also customize and animate them as you wish with the online editor. Visit **Stories by Freepik** to find more.
 - More **infographic resources**, whose size and color can be edited.
 - Sets of **customizable icons** of the following themes: general, business, avatar, creative process, education, help & support, medical, nature, performing arts, SEO & marketing, and teamwork.

You can delete this slide when you're done editing the presentation.

Table of Contents



1

Mars

Here you could
describe the topic
of the section

2

Venus

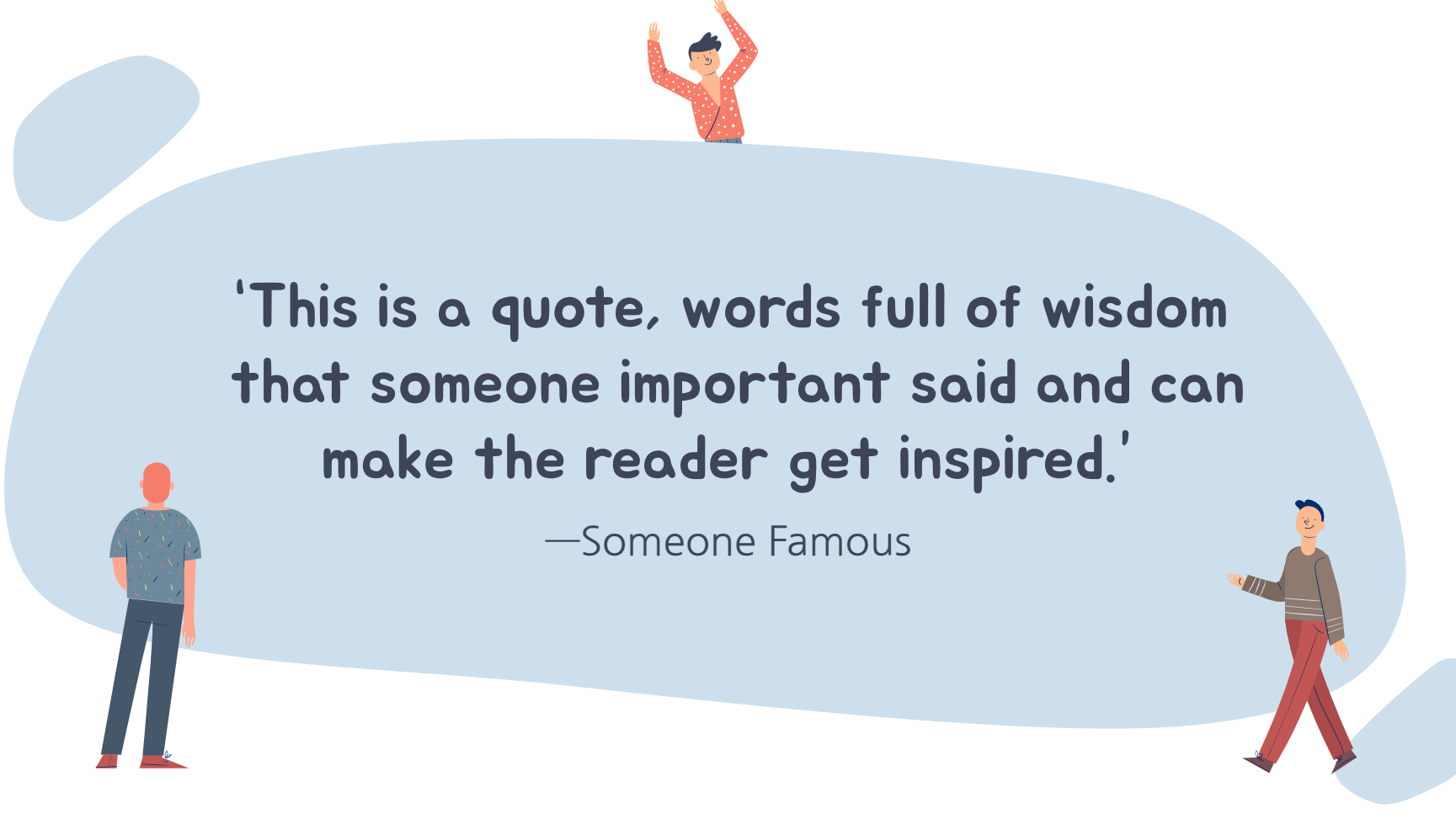
Here you could
describe the topic
of the section

3

Jupiter

Here you could
describe the topic
of the section



A large, light blue, irregular speech bubble shape dominates the center of the image. At the top center, a person with dark hair, wearing a red jacket with white polka dots, stands with their arms raised in a celebratory gesture. At the bottom left, a person with a red head, wearing a grey t-shirt with colorful confetti and dark blue pants, stands with their back to the viewer, looking towards the bubble. At the bottom right, a person with blue hair, wearing a brown sweater and red pants, is walking towards the left, gesturing with their right hand towards the bubble. The background is white with a few other light blue shapes.

**'This is a quote, words full of wisdom
that someone important said and can
make the reader get inspired.'**

—Someone Famous



01

Peace Day Everyday!

You can enter a subtitle
here if you need it



The International Day of Peace



Venus

Venus is the second planet from the Sun



Mercury

Mercury is the closest planet to the Sun



Mars

Despite being red, Mars is actually a cold place

What Do People Do?



Mercury

It's the closest planet to the Sun



Mars

Despite being red, Mars is a cold place



Saturn

It's composed of hydrogen and helium



Jupiter

It's the biggest planet and a gas giant

Do You Need a List?

- You can describe an item from the list here
- You can describe an item from the list here
- You can describe an item from the list here
- You can describe an item from the list here
- You can describe an item from the list here



Promote Peace throughout the World

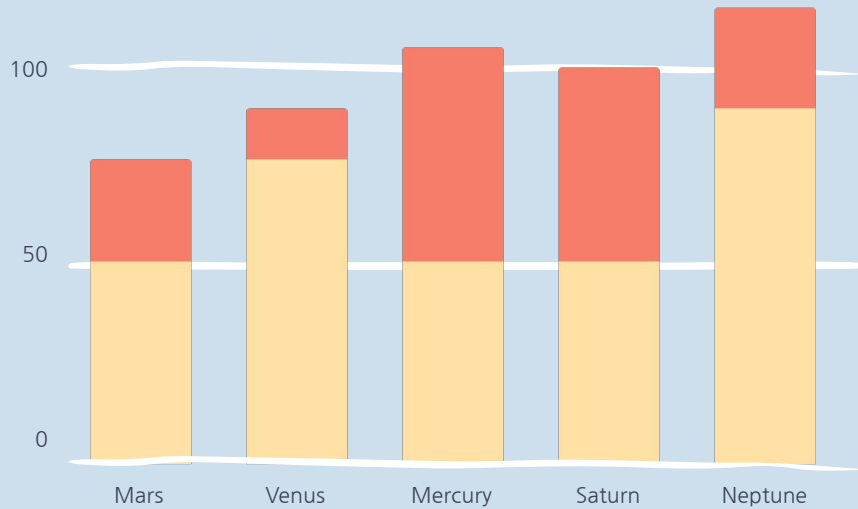
Do you know what helps you make your point clear? Lists like this one:

- They're simple
- You can organize your ideas clearly
- You'll never forget to buy milk!

And the most important thing: the audience won't miss the point of your presentation



Day of Non-violence and Ceasefire



Mars

Despite being red, Mars is actually a cold place



Venus

Venus is the second planet from the Sun

To modify this graph, click on it, follow the link, change the data and paste the new graph here

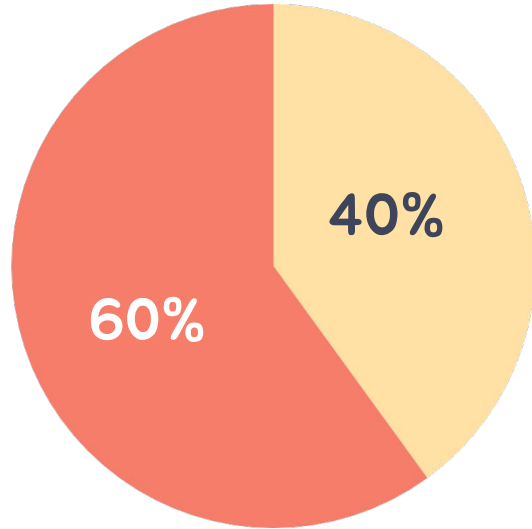


A Picture Always Reinforces the Concept

Images reveal large
amounts of data, so
remember: use an image
instead of long texts



Together for Peace



Jupiter

It's the biggest planet in the Solar System



Saturn

It's composed of hydrogen and helium

To modify this graph, click on it, follow the link, change the data and paste the new graph here

A Picture Is Worth a Thousands Words



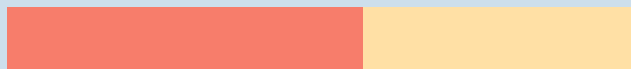
Dignity for All

35%



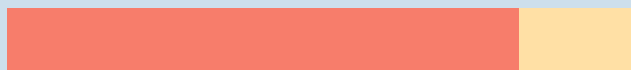
Venus has a beautiful name

65%



Mars is a very cold place

85%



Jupiter is the biggest planet

A vibrant illustration celebrating Peace Day. The central focus is a large, light blue speech bubble containing the text "Peace Day!" in a bold, dark blue, sans-serif font. Surrounding this central bubble are numerous stylized, colorful human figures in various poses, suggesting movement and joy. The figures are diverse in appearance, including different skin tones, hairstyles, and clothing styles. Some are dancing, some are walking, and others are in dynamic, expressive poses. The background is plain white, making the colorful figures and the central text stand out. The overall mood is positive and celebratory.

Peace
Day!

Shaping Peace Together!



Mars

Despite being red,
Mars is a cold place



Venus

Venus is the second
planet from the Sun



Jupiter

It's the biggest in the
Solar System



Saturn

Saturn is a gas giant
and has several rings



Neptune

It's the farthest
planet from the Sun



Earth

Earth is the third
planet from the Sun

Celebrate Day of Peace

A

Mercury is a small planet

B

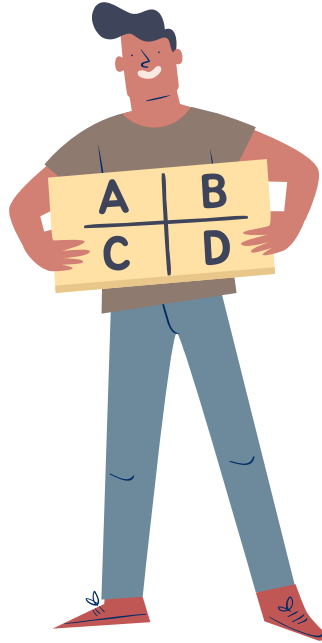
Despite being red, Mars is a cold place

C

Jupiter is the biggest planet

D

Venus has a beautiful name



International Peace Events

	Mars	Jupiter	Mercury
Saturn	3,000	4,000	5,000
Neptune	1,500	2,000	2,500



Spreading Compassion



Mars

Mercury

Jupiter

Concept 1

Mars is a cold place

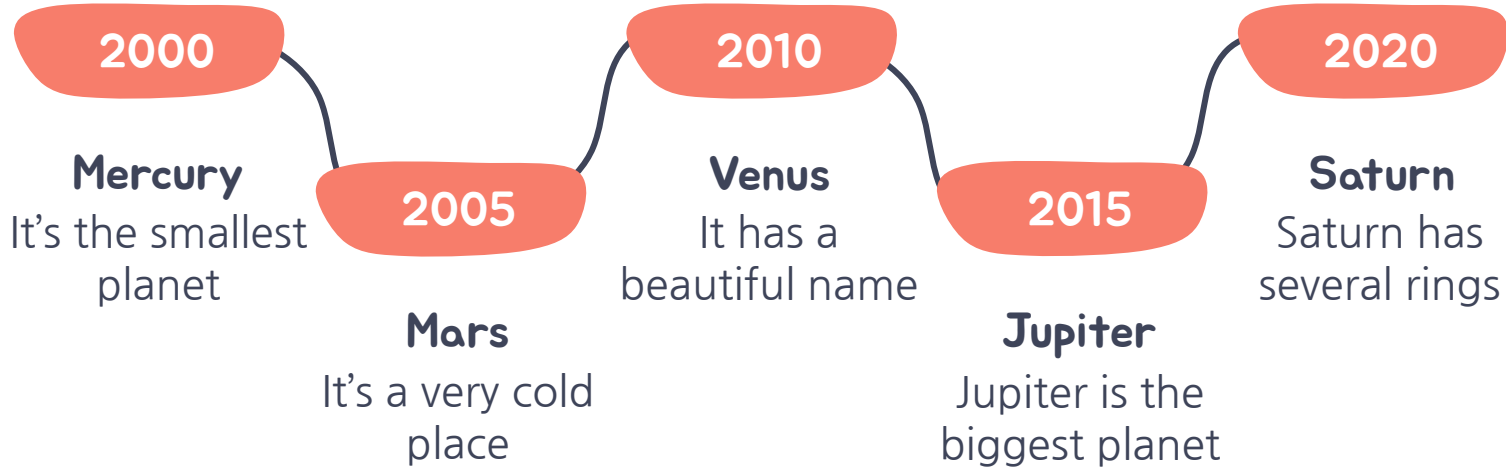
Concept 2

Mercury is the smallest

Concept 3

Jupiter is the biggest

Building a Peaceful Culture



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.)

3

Are these parts of you that are inside the box? (Circle/underline/star/highlight them.)

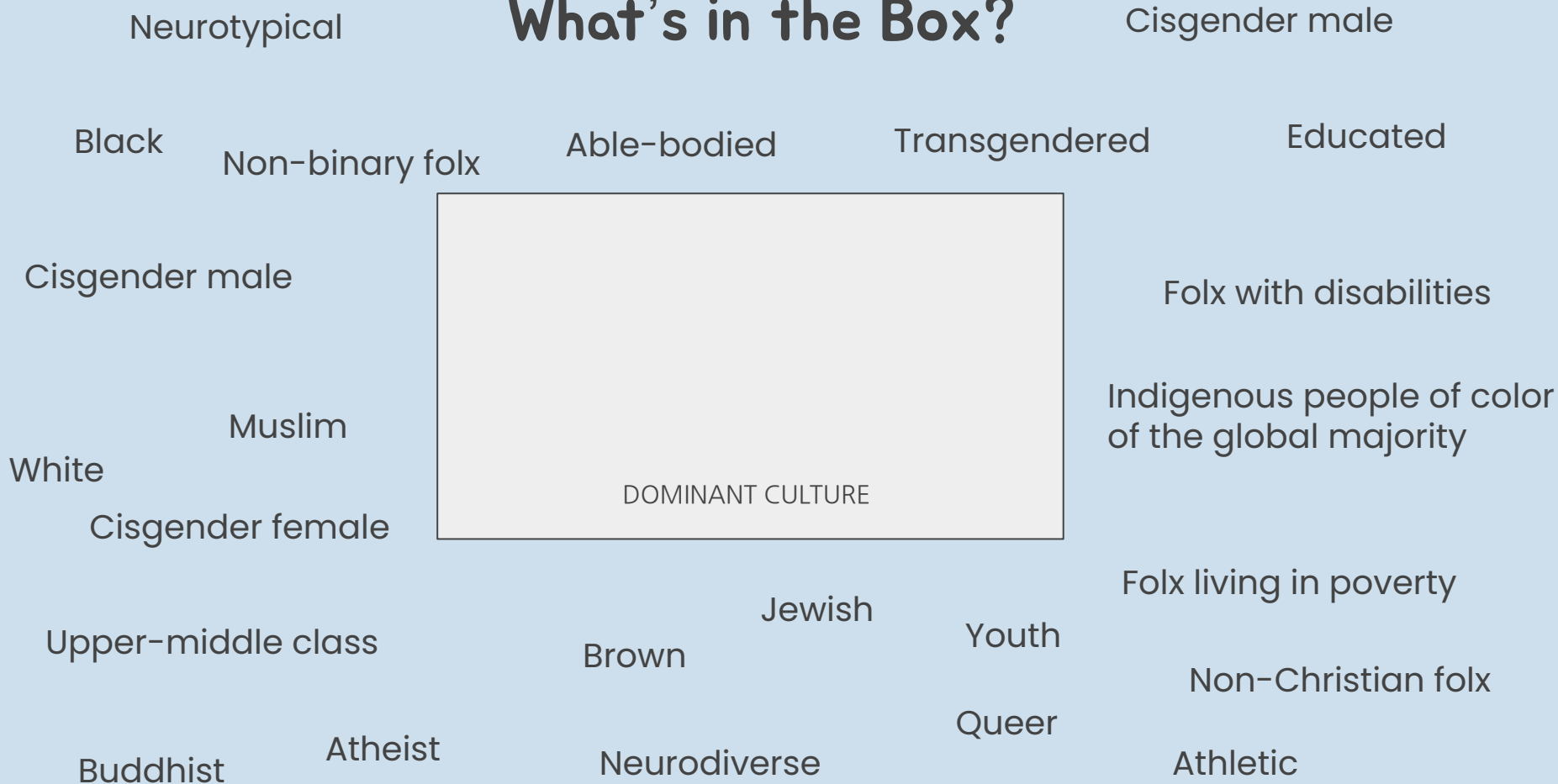
4

Are these identities you hold that are outside the box? (Circle/underline/star/highlight them.)

5

Notice which parts of you are inside the box and which are outside. You may be completely outside the box or totally inside the box.

What's in the Box?



Review: Do we need the box?

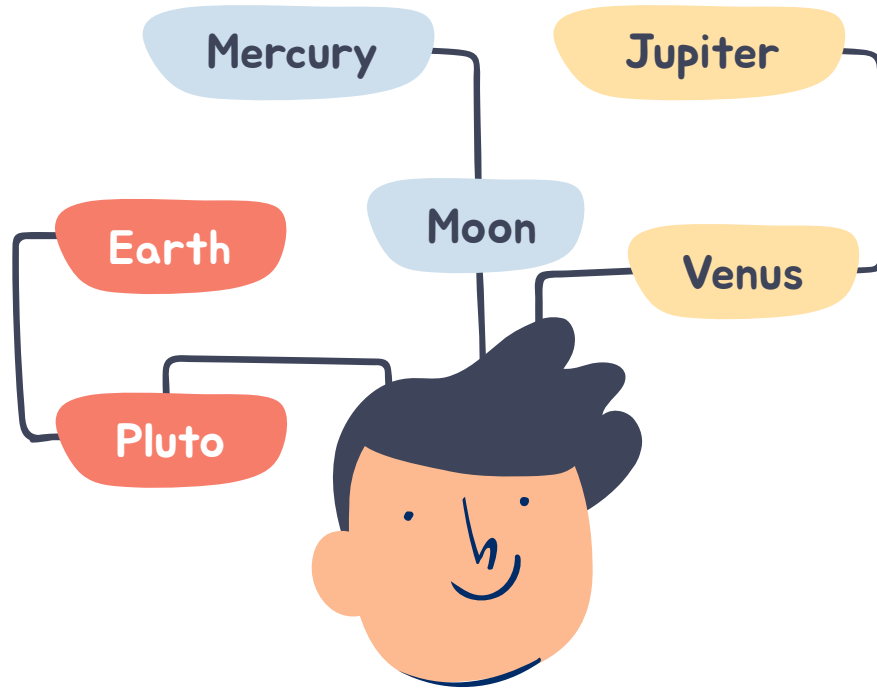




4,3000

Big numbers catch your
audience's attention

Get Involved!





333,000,00

earths is the Sun's mass

24h 37m 23s

is Jupiter's rotation period

386,000 km

between Earth and the Moon



Solutions Are in Our Hands

1

Saturn is the ringed planet

2

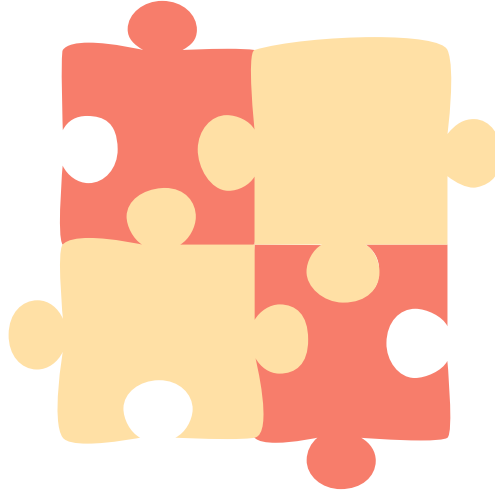
Despite being red, Mars is a cold place

3

Mercury is the smallest planet

4

Jupiter is the biggest planet



Conclusions

First

Venus is the second planet from the Sun

1



2

Second

Mercury is the closest planet to the Sun

Third

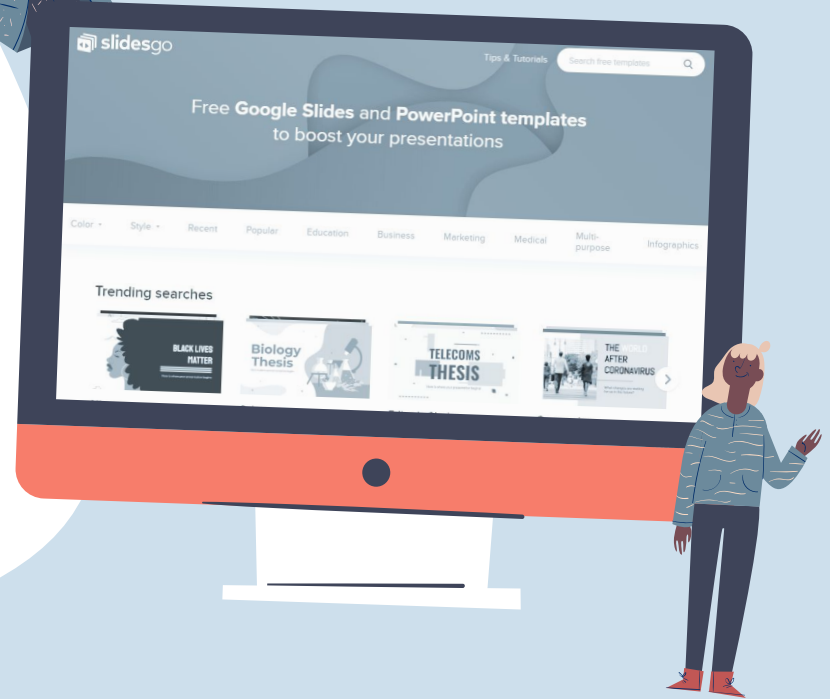
Saturn is a gas giant and has several rings

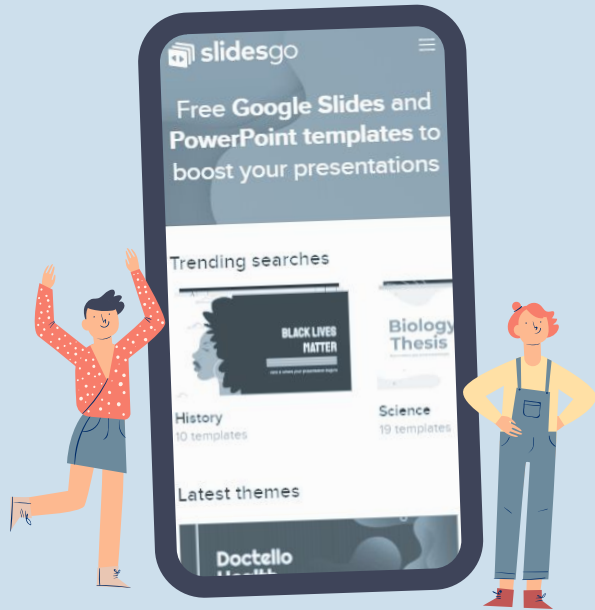
3



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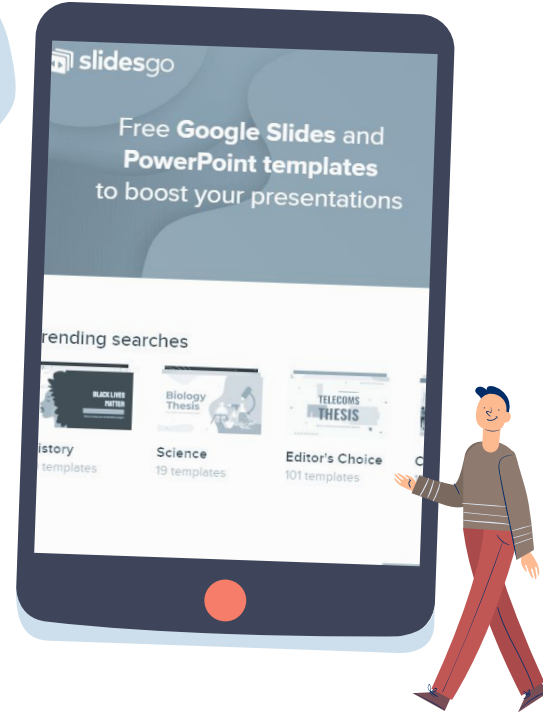


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Tablet App

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Our Team



James Smith

You can talk about this
person here



John Doe

You can talk about this
person here

Thanks!

Do you have any questions?

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Alternative Resources



Resources

Vectors

- Hand Drawn People Moving Background
- Device Mockup Infographic

Photos

- Front View Group Young Friends
- Smiling Man Carrying Her Girlfriend
- Young Male Friends



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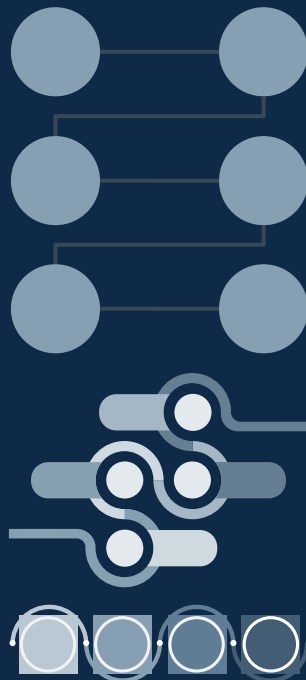
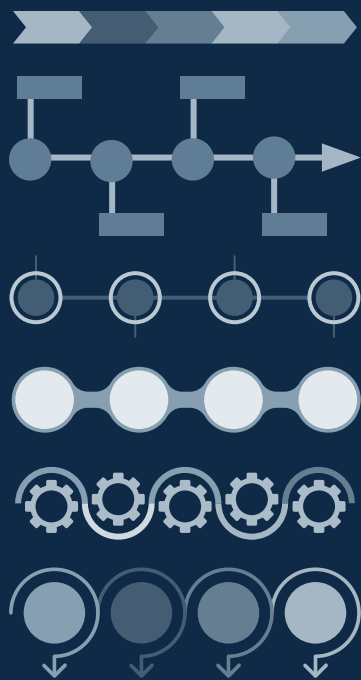
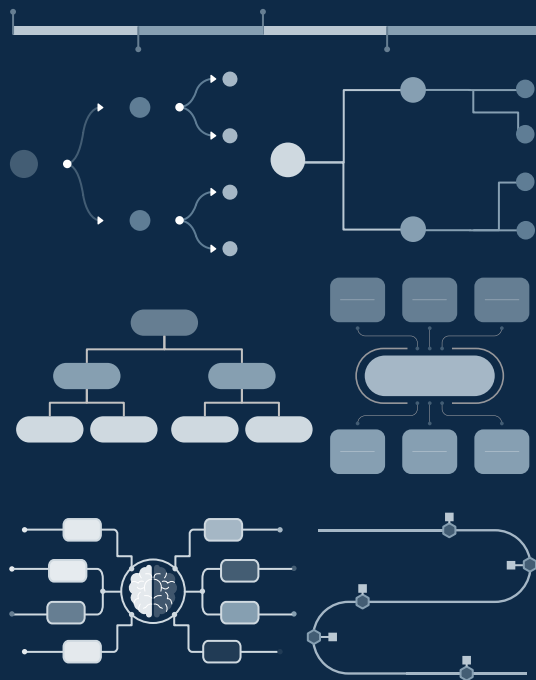
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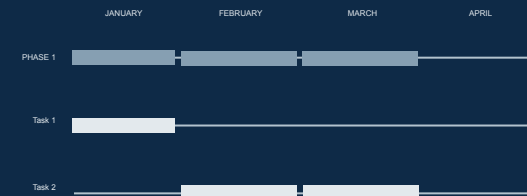
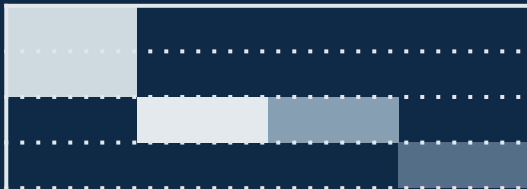
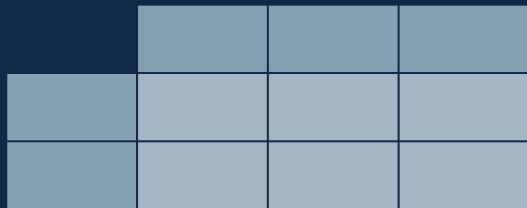
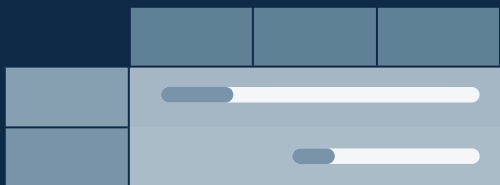
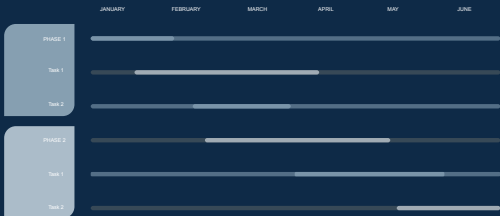
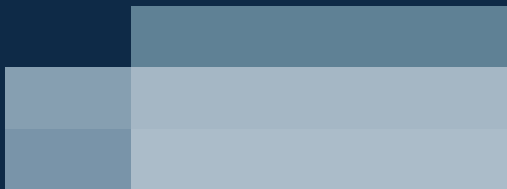
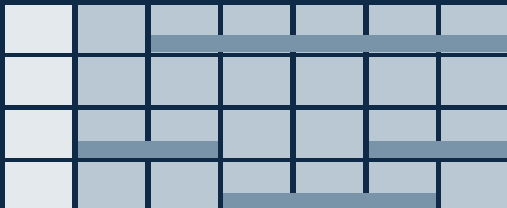
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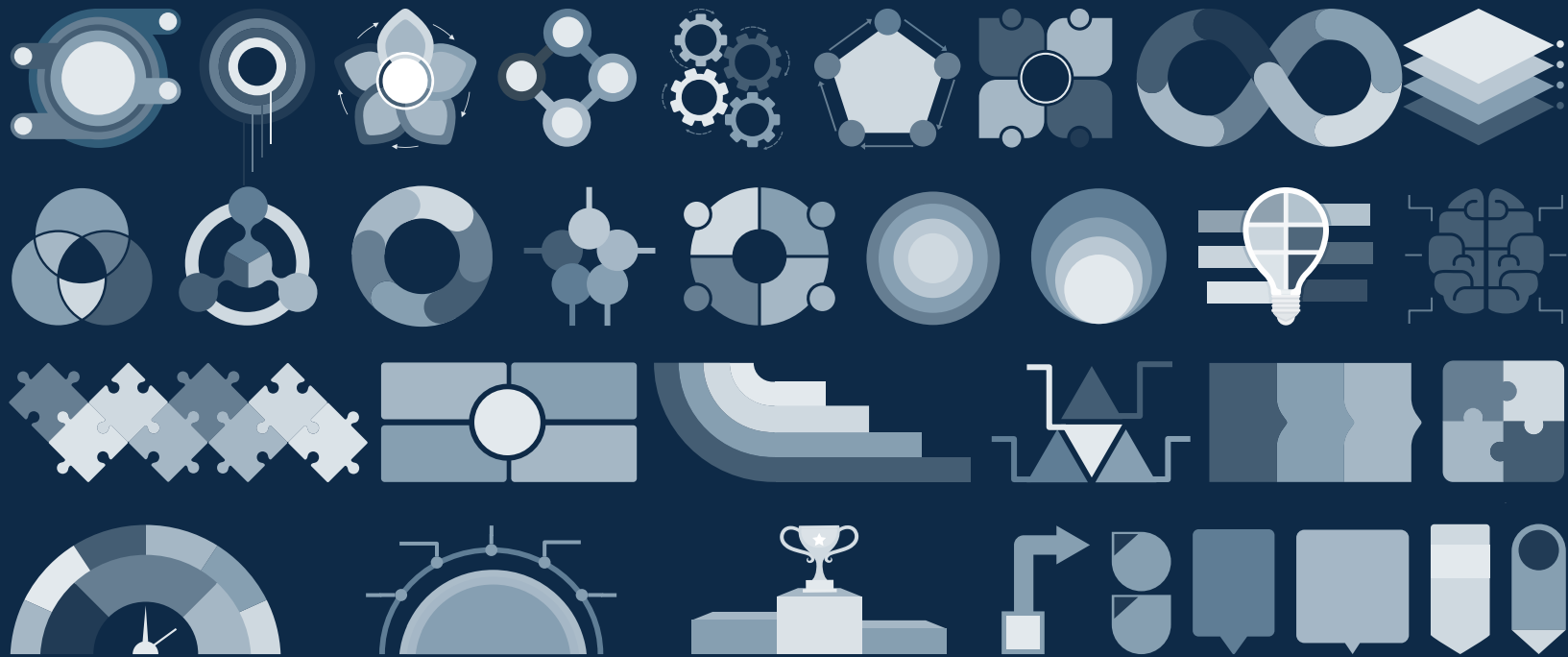
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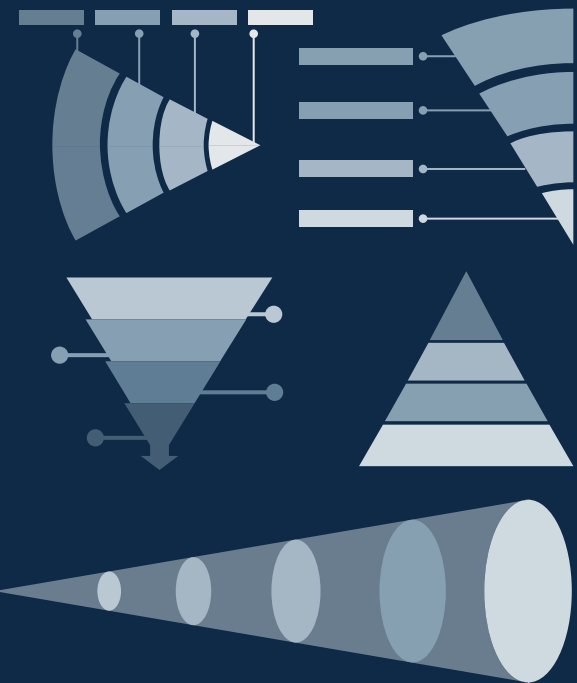
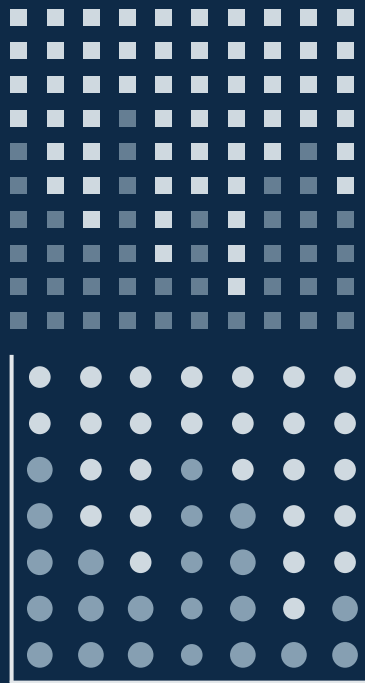












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Medical Icons



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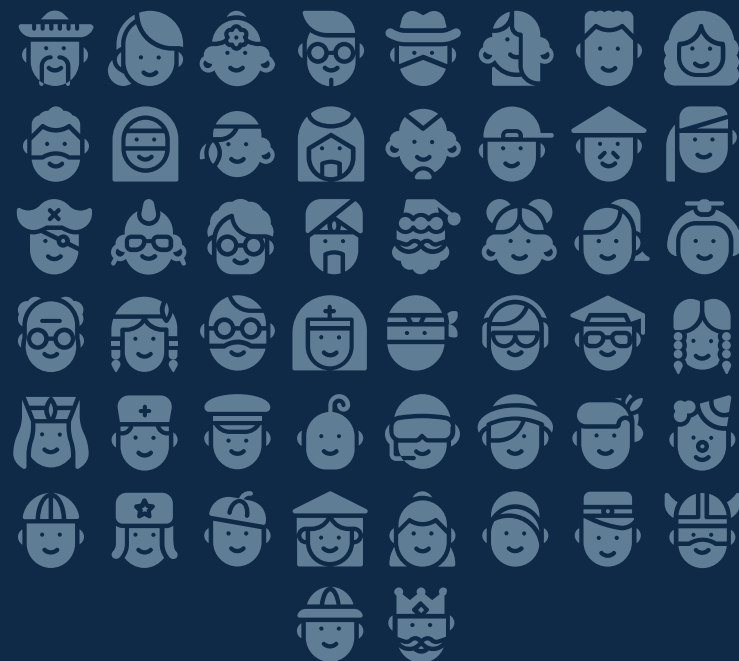
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