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 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.
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?
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.
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?
end of lesson 3
day 1
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?
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.

Jewell & Durand - Frances Lincoln Children's Books - 2020
The dominant culture has created a ‘normal’ (or status quo) that has shaped how we see ourselves and the world around us.

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

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
- Black
- Non-binary folx
- Able-bodied
- Transgendered
- Educated
- Folx with disabilities
- Indigenous people of color of the global majority
- Folx living in poverty
- Non-Christian folx
- Neurotypical
- Neurodiverse
- Folx with disabilities
- Athletic
- Muslim
- White
- Cisgender female
- Upper-middle class
- Buddhist
- Atheist
- Jewish
- Brown
- Youth
- Queer
Why is there a human desire to divide people into groups?
Review: Do we need the box?
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
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 CIGENDER, CHRISTIAN, ABLE-BODIED) BUT WHITE PRIVILEGE IS PERHAPS THE MOST ENDURING THROUGHOUT HISTORY.
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=2KlmvmuxzYE&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?
end of lesson 4
day 2
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
RACISM IS REAL

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?

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?
no!

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
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?
end of lesson 5

day 2
Ignite: What is the message of this image?

*NOT THE VIRUS*
A Conversation With Asian-Americans on Race

BY GEETA GANDBHIR AND MICHÈLE STEPHENSON

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

Anti-Racism Policy

Ignite: What’s the difference between not racist and anti-racist?
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.
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
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3. A thanks slide, which you must keep so that proper credits for our design are given.
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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
‘This is a quote, words full of wisdom that someone important said and can make the reader get inspired.’

—Someone Famous
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
- You can describe an item from the list here
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

Despite being red, Mars is actually a cold place.

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.
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
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

<table>
<thead>
<tr>
<th></th>
<th>Mars</th>
<th>Jupiter</th>
<th>Mercury</th>
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<tr>
<td><strong>Neptune</strong></td>
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</tbody>
</table>
Spreading Compassion

- **Concept 1**
  Mars is a cold place

- **Concept 2**
  Mercury is the smallest

- **Concept 3**
  Jupiter is the biggest
Building a Peaceful Culture

2000
Mercury
It's the smallest planet

2005
Mars
It's a very cold place

2010
Venus
It has a beautiful name

2015
Jupiter
Jupiter is the biggest planet

2020
Saturn
Saturn has several rings
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.
Review: Do we need the box?
4,3000
Big numbers catch your audience’s attention
Get Involved!

- Mercury
- Jupiter
- Earth
- Moon
- Venus
- Pluto
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

Second
Mercury is the closest planet to the Sun

Third
Saturn is a gas giant and has several rings
Desktop Software

You can replace the image on the screen with your own work. Just delete this one, add yours and center it properly.
Mobile Web

You can replace the image on the screen with your own work. Just delete this one, add yours and center it properly.
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?
youremail@freepik.com
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- Device Mockup Infographic

Photos
- Front View Group Young Friends
- Smiling Man Carrying Her Girlfriend
- Young Male Friends
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- #f77d6b
- #ffe0a5ff
- #cddfec
- #c15755
- #8e7a6e
- #002c68
- #e9c6b3
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Pana  
Amico  
Bro  
Rafiki
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You can easily resize these resources without losing quality. To change the color, just ungroup the resource and click on the object you want to change. Then, click on the paint bucket and select the color you want. Group the resource again when you’re done. You can also look for more infographics on Slidesgo.
<table>
<thead>
<tr>
<th>Month</th>
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<tbody>
<tr>
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**Phase 2**

<table>
<thead>
<tr>
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...and our sets of editable icons

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Nature Icons