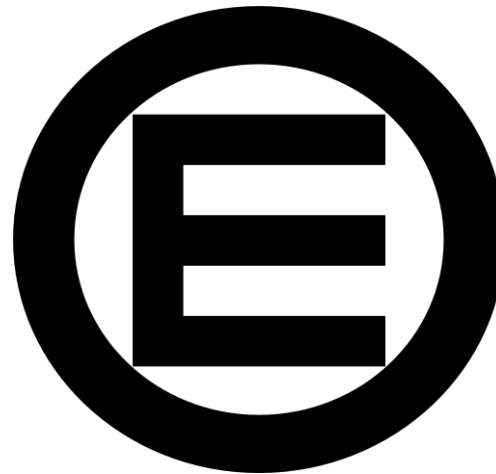


DOUGLAS PUBLIC SCHOOLS  
OFFICE OF STUDENT SUPPORT SERVICES



ANTI-BIAS RESOURCE GUIDE  
2020-2021

Dear Families/Guardians,

This weekly outline acts as a resource for you to have ongoing conversations about race with your families. The intent of the Douglas Public Schools is to assist families/guardians to begin conversations about race and racial justice at home. The administration recognizes that these conversations will need to be ongoing and will develop with time. Our goal is for students to thoughtfully listen and then speak from an informed place. The eight weeks outlined below are being provided to assist you with having these vital conversations.

The resources below are organized and suggested by age span. However, these resources may still be useful, depending on individual families and learner variability. We are mindful that each family and child is different, so the resources are meant simply as suggestions. It is recommended that you review each resource first, prior to sharing with your child, and then use the questions as a guide to facilitate the conversations you have together.

Please do not hesitate to reach out with any questions about this resource guide.

All the Best,

A handwritten signature in black ink that reads "Nealy Koumanelis-Urquhart". The signature is written in a cursive style with a long, sweeping tail on the "t".

Nealy Koumanelis-Urquhart

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## **Resources for Parents:**

- [How to Talk to Kids About Race and Racism](#)
- [Beyond the Golden Rule: A Parent's Guide to Responding to Prejudice](#)
- [Talking About Racism and Violence: Resources for Families and Educators](#)

## **Children's Digital Literature**

- [Anti-Racism Digital Texts](#)

## Week One: Let's Talk About Race

One way we can support our children is to learn about each other, listen to each other, and possibly step out of our comfort zone, all with an open mind. Below are a series of short resources to discuss issues of race and identity. As you watch these videos or read these books with your family, keep an open mind as you consider other people's perspectives. Listen carefully to each person's story before comparing it to your own experience.

Primary/Elementary	Middle School	High School and Adult Learners
<p>Read/Watch one or more of these together as a family:</p> <ul style="list-style-type: none"> <li>• <a href="#">Happy in Our Skin</a></li> <li>• <a href="#">The Day You Begin</a></li> <li>• <a href="#">The Skin You Live In</a></li> <li>• <a href="#">Skin Again</a></li> <li>• <a href="#">The Color of Us</a></li> <li>• <a href="#">Let's Talk About Race</a></li> <li>• <a href="#">A Kid's Book about Racism</a></li> <li>• <a href="#">Not My Idea</a></li> <li>• <a href="#">I Am Perfectly Designed</a></li> <li>• <a href="#">Sesame Street: Lupita Nyong'o Loves Her Skin</a></li> <li>• <a href="#">Nick News: Kids, Race, and Unity</a></li> </ul> <p><b><u>Questions to Discuss as a Family:</u></b></p> <ul style="list-style-type: none"> <li>• How are families in our community the same? How are they different?</li> <li>• What do you know about race?</li> </ul>	<p>Read/Watch one or more of these together as a family:</p> <ul style="list-style-type: none"> <li>• Read <a href="#">these stories</a> from youth about their first encounters with race.</li> <li>• Read together <a href="#">this story</a> about race from 12 year old actor, Lonnie Chavis.</li> <li>• <a href="#">Kids on Race</a></li> <li>• <a href="#">Nick News: Kids, Race, and Unity</a></li> <li>• See resources on the high school/adult list as appropriate for your family.</li> </ul> <p><b><u>Questions to Discuss as a Family:</u></b></p> <ul style="list-style-type: none"> <li>• Describe a time when you were conscious of your own race.</li> <li>• Describe a time when you were conscious of the race of others.</li> </ul>	<p>Read/Watch one or more of these together as a family:</p> <ul style="list-style-type: none"> <li>• <a href="#">A Conversation with Asian Americans on Race</a></li> <li>• <a href="#">A Conversation About Growing Up Black</a></li> <li>• <a href="#">A Conversation with Latinos on Race</a></li> <li>• <a href="#">A Conversation with White People on Race</a></li> <li>• <a href="#">A Conversation with Black Women on Race</a></li> <li>• <a href="#">A Conversation with Police on Race</a></li> <li>• <a href="#">Talking About Race</a></li> </ul> <p><b><u>Questions to Discuss as a Family:</u></b></p> <ul style="list-style-type: none"> <li>• Describe a time when you were conscious of your own race.</li> <li>• Describe a time when you were conscious of the race of others.</li> </ul>

## Week Two: Implicit Bias

Bias is a preference either for or against something. It involves giving preferential treatment to one thing, person, or group over another. When people have a bias towards a particular thing, person, or group, they may make judgments or draw conclusions without knowing all the relevant information.

All of us have biases. When we are conscious of the bias, it is called explicit bias. But often we are not aware of our biases. When we are not conscious or are unaware that we are acting in a certain way or biased for or against something or someone, it is called implicit bias.

Watch the PBS video linked below called [\*Peanut Butter, Jelly, & Racism\*](#) to learn more about implicit bias. If you have a teen, consider also doing this [implicit bias assessment](#) together.

Primary/Elementary	Middle School	High School and Adult Learners
<p>Read/Watch one or more of these together as a family:</p> <ul style="list-style-type: none"> <li>• <a href="#"><u>The Name Jar</u></a></li> <li>• <a href="#"><u>Each Kindness</u></a></li> <li>• <a href="#"><u>Those Shoes</u></a></li> </ul> <p><b><u>Questions to Discuss as a Family:</u></b></p> <ul style="list-style-type: none"> <li>• How was the main character in the story treated? How did the characters feel?</li> <li>• When the character was treated unfairly, how did <b>you</b> feel?</li> <li>• What assumptions were made about the characters by others?</li> </ul>	<p>Read/Watch one or more of these together as a family:</p> <ul style="list-style-type: none"> <li>• <a href="#"><u>Peanut Butter, Jelly and Racism (2 min.)</u></a></li> <li>• <a href="#"><u>Check Our Bias to Wreck Our Bias (3 min.)</u></a></li> </ul> <p><b><u>Questions to Discuss as a Family:</u></b></p> <ul style="list-style-type: none"> <li>• After watching the video, how would you define implicit bias?</li> <li>• What is one bias you have caught yourself having?</li> <li>• How did you first figure out you had that bias?</li> <li>• How might you imagine issues of implicit bias playing out in our community?</li> </ul>	<p>Read/Watch one or more of these together as a family:</p> <ul style="list-style-type: none"> <li>• <a href="#"><u>Peanut Butter, Jelly and Racism (2 min.)</u></a></li> <li>• <a href="#"><u>Check Our Bias to Wreck Our Bias (3 min.)</u></a></li> <li>• <a href="#"><u>The Life-Changing Magic of Hanging Out (2 min.)</u></a></li> <li>• <a href="#"><u>Why We're Awkward (3 min.)</u></a></li> <li>• <a href="#"><u>Snacks and Punishment (2 min.)</u></a></li> <li>• <a href="#"><u>High Heels, Violins, and a Warning</u></a></li> <li>• <a href="#"><u>The Look</u></a> (Commercial Proctor and Gamble)</li> <li>• <a href="#"><u>How to Overcome Biases: Walk Boldly Toward Them</u></a></li> <li>• <a href="#"><u>Implicit Bias Modules</u></a> (These are specific to K-12 educators but Modules 1, 3, and 4 are generalizable to all audiences)</li> </ul> <p><b><u>Questions to Discuss as a Family:</u></b></p> <ul style="list-style-type: none"> <li>• After watching the videos, how would you define implicit bias?</li> <li>• What is one bias you have caught yourself having?</li> <li>• How did you first figure out you had that bias?</li> <li>• How might you imagine issues of implicit bias playing out in our community?</li> </ul>

		<ul style="list-style-type: none"> <li>• How will you actively work against your bias now that you are building an awareness?</li> </ul> <p>Try this seven day challenge to continue as a family to <a href="#">continue to evaluate</a> your biases.</p>
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### Week Three: Belonging to Groups

People in a group share something in common. Sometimes you may choose to be part of a group with people who share similar beliefs, values, or practices. You may also be part of different groups related to your identity. What groups and communities are you a part of? Try writing down as many as you can think of in one minute. Consider your religious community, cultural group, work community, family group, neighborhood, and school group. You might also be part of a group that shares a skill, interest, belief, or project.

Primary/Elementary	Middle School	High School and Adult Learners
<p>Read/Watch one or more of these together as a family:</p> <ul style="list-style-type: none"> <li>• <a href="#">Where are You From</a></li> <li>• <a href="#">I Am Enough</a></li> <li>• <a href="#">Something Happened in Our Town</a></li> <li>• <a href="#">Let the Children March</a></li> <li>• <a href="#">A Book About Belonging</a></li> </ul> <p>Tasks or activities to do as a family:</p> <ul style="list-style-type: none"> <li>• <a href="#">Identity Self-Portraits</a></li> </ul> <p><b><u>Questions to Discuss as a Family:</u></b></p> <ul style="list-style-type: none"> <li>• Where is our family from? Where are the families in our community from?</li> <li>• What were some of the different groups in the stories?</li> <li>• What were some of the beliefs that the different families shared? How were</li> </ul>	<p>Read/Watch one or more of these together as a family:</p> <ul style="list-style-type: none"> <li>• <a href="#">My Identity; Teaching Tolerance (11 minutes)</a></li> </ul> <p>Tasks or activities to do as a family:</p> <ul style="list-style-type: none"> <li>• <a href="#">Identity Self-Portraits</a></li> </ul> <p><b><u>Question to Discuss as a Family:</u></b></p> <ul style="list-style-type: none"> <li>• Think about the different groups you belong to. If you are doing this with your family, have each person take turns sharing the groups they are a part of.</li> <li>• Choose one group and explain what you have in common with the people in that group. How does it feel to belong to that group?</li> <li>• Think about the groups of people you spend time with at home, at work, at school, and socially. Are most people similar to or different from you? How often</li> </ul>	<p>One way to learn more about people is to spend time together. For more about the power of “hanging out” and spending time with people from groups other than those you belong to as a way to tackle bias, watch the following NYT video: <a href="#">The Life-Changing Magic of Hanging Out. (2 minutes)</a></p> <p>Tasks or activities to do as a family:</p> <ul style="list-style-type: none"> <li>• <a href="#">Identity Self-Portraits</a></li> </ul> <p>Read/Watch one or more of these together as a family:</p> <ul style="list-style-type: none"> <li>• <a href="#">My Identity; Teaching Tolerance (11 minutes)</a></li> </ul> <p><b><u>Question to Discuss as a Family:</u></b></p> <ul style="list-style-type: none"> <li>• Think about the different groups you belong to. If you are doing this with your</li> </ul>

<p>they the same? How were they different?</p> <ul style="list-style-type: none"> <li>• How did the family's discussions help them grow as a community?</li> </ul>	<p>do you spend time with people from other groups than those to which you belong?</p> <ul style="list-style-type: none"> <li>• Did you ever reach out to someone to make them feel included in a group or have someone reach out to you to make you feel more included in a group?</li> <li>• How can you practically encourage more people to get to know one another better?</li> </ul>	<p>family, have each person take turns sharing the groups they are a part of.</p> <ul style="list-style-type: none"> <li>• Choose one group and explain what you have in common with the people in that group. How does it feel to belong to that group?</li> <li>• Think about the groups of people you spend time with at home, at work, at school, and socially. Are most people similar to or different from you? How often do you spend time with people from other groups than those to which you belong?</li> <li>• Did you ever reach out to someone to make them feel included in a group or have someone reach out to you to make you feel more included in a group?</li> <li>• How can you practically encourage more people to get to know one another better?</li> </ul>
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#### Week Four: Let's Talk About Privilege

When people talk about race and social justice, they often use the term privilege, or benefits that a person or group of people may receive. But what exactly do we mean by the term privilege?

A privilege is often defined as being a special advantage, right, or an immunity that is given or available to a person/group as a particular benefit or favor. Are there certain privileges you think you have that others may not?

YouTube star Franchesca Ramsey and animator Kat Blaque created a video to explore the concept of privilege using a caterpillar and snail. The very short video explores some privilege that the caterpillar experiences that the snail does not based on their bodies.

<b>Primary/Elementary</b>	<b>Middle School</b>	<b>High School and Adult Learners</b>
<p>Read/Watch one or more of these together as a family:</p> <ul style="list-style-type: none"> <li>• <a href="#">Race Cars</a></li> </ul>	<p>Read/Watch one or more of these together as a family:</p>	<p>Read/Watch one or more of these together as a family:</p>

- [Lila and the Crow](#)
- [Something Happened in Our Town](#)

**Question to Discuss as a Family:**

- Is there a time when you had a special advantage or right?
- How did it feel? Was it fair?
- What does fair mean? Does fair have to mean everyone gets the same? Or, are there times when we might need different things?

- [Watch "Sometimes You're a Caterpillar" \(3 minutes\) to learn more.](#)
- [Read more about the video.](#)

**Question to Discuss as a Family:**

- When have you been like the snail with differences that others don't understand?
- When have you been like the caterpillar with privileges others don't have?
- Having differences or privileges doesn't make you better or worse than others. How can you help others be more understanding of each other?

- [Watch "Sometimes You're a Caterpillar" \(3 minutes\) to learn more.](#)
- [Read more about the video.](#)
- [Why Does Privilege Make People Angry](#)
- [Systemic Racism Explained; Ted-Ed \(4-5 minutes\)](#)
- [History of Redlining; NPR](#)
- [The inequality at the heart of America's education system; The Atlantic](#)
- [Systematic Racism Explain; Vox \(charts and statistics embedded\)](#)

**Question to Discuss as a Family:**

- When have you been like the snail with differences that others don't understand?
- When have you been like the caterpillar with privileges others don't have?
- Having differences or privileges doesn't make you better or worse than others. How can you help others be more understanding of each other?



## Week Five: Let's Talk about Racism

Even when we aren't talking about race, we are often thinking about race. It impacts our attitudes about issues involving race (such as affirmative action and school choice), assumptions about groups of people, and fears. Race and our attitudes about race can be used to discriminate and create inequalities. These fears and misunderstandings cause people to act a certain way towards a person or group of people based on race. This racism includes prejudice, discrimination, fear or hatred that is dire.

Primary/Elementary	Middle School	High School and Adult Learners
<p>Read/Watch one or more of these together as a family:</p> <ul style="list-style-type: none"> <li>• <a href="#">Abby Cadabby Shares a Personal Story</a></li> <li>• <a href="#">Let's Talk About Racism</a></li> <li>• <a href="#">Let's Talk About Race</a></li> <li>• <a href="#">Kojo for Kids: Jason Reynolds Talks about Racism and the Protests</a></li> <li>• <a href="#">"Coming Together: Standing Up to Racism"</a> (Town hall from Sesame Street and CNN)</li> </ul> <p><b><u>Question to Discuss as a Family:</u></b></p> <ul style="list-style-type: none"> <li>• How have people of different races been treated in our community or in our country?</li> <li>• What can we do as a family together to stand up against racism?</li> </ul>	<p>Read/Watch one or more of these together as a family:</p> <ul style="list-style-type: none"> <li>• <a href="#">Five Things You Should Know about Racism</a></li> <li>• <a href="#">Kojo for Kids: Jason Reynolds Talks about Racism and the Protests</a></li> <li>• <a href="#">Kids Talk about Segregation</a></li> </ul> <p><b><u>Question to Discuss as a Family:</u></b></p> <ul style="list-style-type: none"> <li>• What is your earliest memory of racism? How old were you?</li> <li>• What happened to make you aware of your own race and racial identity?</li> <li>• How have people of different races been treated in our community or in our country?</li> <li>• Can you name some examples of racism? Can you name some examples of racism we have learned from the news recently?</li> </ul>	<p>Read/Watch one or more of these together as a family:</p> <ul style="list-style-type: none"> <li>• <a href="#">Systemic Racism Explained; Ted-Ed (4-5 minutes)</a></li> <li>• <a href="#">History of Redlining; NPR</a></li> <li>• <a href="#">The inequality at the heart of America's education system; The Atlantic</a></li> <li>• <a href="#">Systematic Racism Explain; Vox (charts and statistics embedded)</a></li> <li>• <a href="#">What is Race?</a></li> <li>• <a href="#">You Have the Rite?</a></li> <li>• <a href="#">Segregated by Design</a></li> </ul> <p><b><u>Question to Discuss as a Family:</u></b></p> <ul style="list-style-type: none"> <li>• What is your earliest memory of racism? How old were you?</li> <li>• What happened to make you aware of your own race and racial identity?</li> <li>• How have people of different races been treated in our country now and in the past?</li> <li>• What do you think it would take to create a society that values racial and ethnic diversity?</li> <li>• Can you think of anything you are doing toward that effort? Can you think of anything you could start doing?</li> </ul>

**Week Six: The Danger of a Single Story**

Primary/Elementary	Middle School	High School and Adult Learners
<p>Read/Watch one or more of these together as a family:</p> <ul style="list-style-type: none"> <li>• <a href="#">I'm New Here</a></li> <li>• <a href="#">Someone New</a></li> <li>• <a href="#">The Day You Begin</a></li> </ul> <p><b><u>Question to Discuss as a Family:</u></b></p> <ul style="list-style-type: none"> <li>• What is the main character’s story? How do they feel? How do other characters in the book make someone who is new or different welcomed?</li> <li>• What would your story be?</li> <li>• How can we as a community and family welcome others?</li> <li>• How can we learn the different stories of others in our community?</li> </ul>	<p>Read/Watch one or more of these together as a family:</p> <ul style="list-style-type: none"> <li>• <a href="#">The Danger of a Single Story</a></li> </ul> <p><b><u>Question to Discuss as a Family:</u></b></p> <ul style="list-style-type: none"> <li>• If someone were to describe you with a single story, what do you think they would say?</li> <li>• What parts of your identity would be missing from that story?</li> <li>• Can you think of a time where you might have neglected to consider someone’s full story?</li> <li>• How might you have handled that situation differently?</li> <li>• How would you describe the danger of a single story?</li> </ul>	<p>Read/Watch one or more of these together as a family:</p> <ul style="list-style-type: none"> <li>• <a href="#">The Danger of a Single Story</a></li> </ul> <p><b><u>Question to Discuss as a Family:</u></b></p> <ul style="list-style-type: none"> <li>• If someone were to describe you with a single story, what do you think they would say?</li> <li>• What parts of your identity would be missing from that story?</li> <li>• Can you think of a time where you might have neglected to consider someone’s full story?</li> <li>• How might you have handled that situation differently?</li> <li>• How would you describe the danger of a single story?</li> </ul>

**Week 7: Equity and Equality**

Can you explain the difference between equality and equity? Equality suggests providing the same opportunities, resources, and items—regardless of the needs of the individual—while equity requires that we examine and understand what each person needs individually and redistribute accordingly. Both approaches may intend to promote justice and fairness, but equity recognizes that not all people, groups, or institutions begin with the same resources or have the same needs. Treating everyone the same does not acknowledge our differences and it does not always provide everyone what they need to be successful. An equitable approach strives to provide each individual or group what they need for success.

Primary/Elementary	Middle School	High School and Adult Learners
<p>Read/Watch one or more of these together as a family:</p> <ul style="list-style-type: none"> <li>• <a href="#">Si Se Puede/Yes We Can</a></li> </ul> <p><b><u>Question to Discuss as a Family:</u></b></p> <ul style="list-style-type: none"> <li>• Does being fair mean you always treat people equally? Why?</li> <li>• How can you be a fair person?</li> <li>• What is the difference between justice and fairness?</li> <li>• What might you do if you see someone being treated unfairly?</li> <li>• Should parents try to treat all of their kids in exactly the same way?</li> <li>• Is it fair to ignore the rules of the game?</li> </ul>	<p>Read/Watch one or more of these together as a family:</p> <ul style="list-style-type: none"> <li>• <a href="#">Is Equality Enough?</a></li> </ul> <p><b><u>Question to Discuss as a Family:</u></b></p> <ul style="list-style-type: none"> <li>• How would you describe the difference between equality and equity?</li> <li>• Why do you think people might want to focus on equity instead of equality when working for social justice?</li> <li>• What differences do you see among the people in our family? How can we utilize these differences as we make decisions for each family member?</li> <li>• What differences do you see in your classroom, your job, or a group to which you belong? How do all the individuals in the group get what they need to be successful? What can you do to make that happen?</li> </ul>	<p>Read/Watch one or more of these together as a family:</p> <ul style="list-style-type: none"> <li>• <a href="#">Is Equality Enough?</a></li> </ul> <p><b><u>Question to Discuss as a Family:</u></b></p> <ul style="list-style-type: none"> <li>• How would you describe the difference between equality and equity?</li> <li>• Why do you think people might want to focus on equity instead of equality when working for social justice?</li> <li>• What differences do you see among the people in our family? How can we utilize these differences as we make decisions for each family member?</li> <li>• What differences do you see in your classroom, your job, or a group to which you belong? How do all the individuals in the group get what they need to be successful? What can you do to make that happen?</li> </ul>

### Week 8: Bystander and Upstander

Think of a time you witnessed someone make a racist comment, bully another person, or make fun of someone else. What do you do? Did you say something? Did you walk away? Did you pretend not to see it? Were you a bystander or an upstander? What you say or don't say can make a difference in the situation.

- **BYSTANDER:** A bystander is someone who stands by and watches something happen without intervening. There may be many different reasons for being a bystander in a situation. You may determine the situation is unsafe and you should not engage. Or you may be with others and assume that one of them will intervene.

- **UPSTANDER:** An upstander is someone who stands up for others. It can involve finding a way to intervene, to speak up for others, to record an event, or get help when you see something unjust or unkind happening. Being an upstander can help to combat racism, homophobia, anti-Semitism, anti-Muslim attitudes, or other kinds of bigotry.

Primary/Elementary	Middle School	High School and Adult Learners
<p>Read/Watch one or more of these together as a family:</p> <ul style="list-style-type: none"> <li>• <a href="#">Separate is Never Equal</a></li> <li>• <a href="#">Get Up, Stand Up</a></li> <li>• <a href="#">Sit In: How Four Friends Stood Up by Sitting Down</a></li> <li>• <a href="#">Peaceful Fight for Equal Rights</a></li> <li>• <a href="#">Lailah's Lunchbox - A Ramadan Story Read Aloud</a></li> <li>• <a href="#">Say Something Read Aloud</a></li> </ul> <p><b><u>Questions to Discuss as a Family:</u></b></p> <ul style="list-style-type: none"> <li>• How did the characters stand up for others?</li> <li>• How have we seen others stand up in our nation and community in the past few months?</li> <li>• What can we do as a family together to stand up against racism?</li> </ul>	<p>Read/Watch one or more of these together as a family:</p> <ul style="list-style-type: none"> <li>• <a href="#">Sweet Honey in the Rock</a></li> </ul> <p><b><u>Questions to Discuss as a Family:</u></b></p> <ul style="list-style-type: none"> <li>• Can you think of a time you were a bystander? What might you do differently if you were to be in that situation again?</li> <li>• Can you think of a time you have been an upstander? What helped you in this situation?</li> <li>• What are three things you can do to help respond to racism?</li> </ul>	<p>Read/Watch one or more of these together as a family:</p> <ul style="list-style-type: none"> <li>• <a href="#">Dr. Weaver Remembers Integrating His High School Team</a></li> <li>• <a href="#">You're My Line</a></li> <li>• <a href="#">What Should You Do When You Hear Something Racist</a></li> <li>• <a href="#">How to be an Anti-Racist?</a></li> <li>• <a href="#">What is a Co-Conspirator?</a></li> </ul> <p><b><u>Questions to Discuss as a Family:</u></b></p> <ul style="list-style-type: none"> <li>• Can you think of a time you were a bystander? What might you do differently if you were to be in that situation again?</li> <li>• Can you think of a time you have been an upstander? What helped you in this situation?</li> <li>• What are three things you can do to help respond to racism?</li> </ul>

Source: This [resource](#) informed many of the sources and materials referenced above.