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## EQUITY UNIT – OVERVIEW FOR FAMILIES

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We do teach about diversity and equity. We **do not** teach critical race theory. Our lessons were created by a group of UMS teachers under the guidance of the district’s Diversity Equity and Inclusion Coordinator, are developmentally appropriate and are aimed at raising awareness among the students. They are also based on the [Social Justice Standards](#). Here is a short description of each of the four lessons in the unit:

### **Lesson 1: Identity and Empathy**

This lesson addresses the Social Justice Standards: *I can describe some ways that I am similar to and different from people who share my identities and those who have other identities. I like being around people who are like me and different from me.* The students will explore the many ways people are similar and different, self-confidence and empathy for all people. They will listen to a related text ([Marvelous Me](#) (K), [I Like Myself](#) (1) and [Same, Same but Different](#) (2)) and do an age-appropriate activity. If you want to continue the discussion at home, ask your child how they can make sure people know they care about them just the way they are.

### **Lesson 2: What is Race?**

This lesson addresses the Social Justice Standard: *I like being around people who are like me and different from me and I can be friendly to everyone.* The students will learn what race is (an idea made up hundreds of years ago that we still use to put people into groups based on skin color, where they or their ancestors come from or how their face is shaped). They will hear about some respectful terms to describe racial groups and will discuss how people are different and the same in ways that can and cannot be seen. If you want to continue the discussion at home, ask your child about what they learned about the history of race and how people are different in ways that can and cannot be seen.

### **Lesson 3: The Unfairness of Racism**

This lesson addresses the Social Justice Standards: *I like being around people who are like me and different from me and I can be friendly to everyone. I know when people are treated unfairly. I care about those who are treated unfairly.* The students will discuss what it means to exclude someone, what they can do if someone is being treated badly because of racism and why being different is good. If you want to follow up at home, ask your child how it makes them feel to know some people are not treated nicely because of their skin color or race.

### **Lesson 4: Caring Community/Being an Upstander**

This lesson addresses the Social Justice Standards: *I care about those who are treated unfairly. I can and will do something when I see unfairness – this includes telling an adult.* The students will learn what it means to be an upstander: someone who listens to others, speaks up when something is unfair and stands up to act if someone is being hurt or treated unfairly. Students, with the guidance of the teacher, will brainstorm developmentally appropriate actions they can take to be an upstander.