

Our teaching teams create curriculum centered around specific Social Justice Standards. Throughout the year, teachers take opportunities from our annual theme, holidays, and field trips to offer learning experiences that are meaningful and developmentally relevant for students. Below are a curricular example for each of the four domains.

IDENTITY

I can feel good about myself without being mean or making other people feel bad. (ID.K-2.4)

In our Early Elementary program, conversations about identity are happening all the time as students learn about who they are.

In this journal prompt, teachers support students in reflecting on the physical and emotional traits they like about themselves.




DIVERSITY

I like knowing people who are like me and different from me, and I treat each person with respect. (DI.3-5.6)

Name _____ Date _____

**Learning About
Cultural Appropriation This Halloween**

Adapted from an article by Dr. Aradhana Mudambi from the Organization for Social Justice & Education and Pablo Valdivia's article "A New 'Great British Bake Off' Episode Stereotypes Mexican Culture, Viewers Say"



It's that time of year when, in the United States, many children and adults alike, dress up in fantastic costumes and celebrate Halloween. From what was once a parade of costumed children looking for sweet treats, it has now become an elaborate costume party with festivals, parties, movie events, and so much more. And I don't condemn it—my closet is full of my old costumes. My daughter and I, ourselves, have been a crazy cat lady and a cat, a shepherd girl and a lamb, and gasp... Elsa and Anna from *Frozen* among many other cute combos. But as much as the two of us love Halloween... I do worry about the amount of **cultural appropriation** that occurs during this month. And I think it's a good opportunity to learn about **appreciating others'** cultures and how that's different from appropriating others' cultures.

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In 3rd and 4th grades, students have ample opportunities to learn about people who share parts of their identities and culture and those who are different from them.

Before Halloween, teachers offer opportunities for students to reflect on how to respect cultures through appreciation and when actions become cultural appropriation by reading about some contemporary examples, such as the Great British Baking Show.

← Click the image to see the full [3-page document](#).

JUSTICE

I know that life is easier for some people and harder for others and the reasons for that are not always fair. & I know about people who helped stop unfairness and worked to make life better for many people. (JU.K-2.14-15)

In 1st and 2nd grade, students have the opportunity to explore and learn about the history and culture of Seattle through a variety of field trips and visits with different community members.

Before taking a field trip to the Northwest African American Museum, teachers previewed exhibits with students asking them to reflect on protests of injustices from the past and present.

A Long Walk to Hope:
Exploring Seattle's Martin Luther King, Jr. Annual March Through Photos

Showing the energy and magnitude of Seattle's annual King Day march celebrated since 1983. This exhibition features the photography of Susan Fried.

People carry signs and posters at the Martin Luther King, Jr. Annual March.

The messages change from year to year, reflecting the conversations happening at the time around:

EQUALITY EQUITY JUSTICE EMPOWERMENT

What messages do you think were on posters and signs in 2022?

What year were you born?

What messages do you think were on posters and signs?

Susan Fried is Seattle photographer that has been taking pictures since she got her first camera at the age of 9. Over 50 years later she still loves the art of photography. The annual Martin Luther King Jr. Rally and March brings people together, increases awareness of Dr. King's legacy, and promotes Seattle's Black community. She first photographed the event in 1998 for the Skanner Newspaper and continues to do so each year.

ACTION

I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do. (AC.3-5.18)

As 5th graders, students have the opportunity to continue to reflect on their own identity and external systems that impact their lives. While exploring the many intricacies of both implicit and explicit bias, teachers supported students in practicing different ways to interrupt biased statements they might hear or see.

Ways to Speak Up

Interrupt
Speak up against every bigoted and prejudiced remark—every time, in the moment, without exception. Think about what you'll say ahead of time so you're prepared to act instantly.

TRY SAYING
"I DON'T LIKE WORDS LIKE THAT." OR "THAT PHRASE IS HURTFUL."

Question
Ask simple questions in response to hateful remarks to find out why the speaker made the offensive comment and how you can best address the situation.

TRY ASKING
"WHY DO YOU SAY THAT?" "WHAT DO YOU MEAN?" OR "TELL ME MORE."

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Examples of biased speech and responses:

- Man up!
- You throw like a girl!
- Boys and girls, take a seat.

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