



*A monthly update on the Diversity,  
Equity, and Inclusion work happening  
at NGFS*

GUILFORD CAMPUS	PAGE-FREDERIKSEN CAMPUS
<ul style="list-style-type: none"> <li>● Students in A Child’s Garden (Preschool) discussed how they are all unique and different but also are one community. They made self portraits using skin tone crayons, and during Circle Time, they discussed how boring life would be if we all looked exactly the same. They used Storyline Online to introduce a diverse group of people to read books to our students. For example, Oprah Winfrey read <i>The Hula Hoopin’ Queen</i> and Angela Bassett read <i>Trombone Shorty</i>. They also have a diverse group of books available for the children to look at during rest time and free choice time.</li> <li>● Sunrise (Kindergarten) students read <i>I Am Every Good Thing</i> by Derrick Barnes and Gordon C. James. They also read <i>The Family Book</i> by Todd Parr and talked about how families come in all different shapes and sizes.</li> <li>● Rainbow (grades 1-2) students watched the movie “That’s a Family” and had a discussion of families, our differences, and what we have in common. The teachers used an analogy of the class as a rainbow-different colors and differences coming together into one class. Their service learning focus is on Hispanic Heritage Month. They introduced the topic and shared why it’s important. Activities will focus on South American, Latin American, and Caribbean nations of origin; students will work with a partner to create a poster teaching others about what they learn.</li> </ul>	<ul style="list-style-type: none"> <li>● This semester in Middle School English, students read Neal Schusterman’s <i>Unwind</i>, a dystopian novel set in the distant future after the “Second Civil War” which was fought over reproductive rights. The story centers on the lives of three very different teenagers who must find a way to deal with being “unwound.”</li> <li>● In their Geography unit, Middle School History is focusing on continents. Their study of Africa included videos, guided notes, and discussions on physical landmarks, bodies of water, and the diversity of African countries and people. Students participated in “Exploration Stations” where they interacted with multiple map types of Africa and had small group instruction with locating coordinates. The culminating activity was for each student to select a country to create a Google Slideshow or Poster presentation with an emphasis on physical geography, culture, and reinforcing the “Human-Environment Interaction” theme of Geography.</li> <li>● Students in World History are studying the concepts of culture, cultural relativism, ethnocentricity, Eurocentricity, and other similar sociological and philosophical terms associated with the study of history and societies. Working knowledge of these and similar concepts provides a foundation as we study early civilizations and cultural practices worldwide. One of the case studies we read and examined, “Body Ritual Among the Nacirema” by</li> </ul>

- Horizon (grades 3-4) teachers read aloud displayed back to school and friendship stories that feature a wide variety of main characters who are BIPOC. The class watched the movie, "That's a Family!" about different types of families such as married, single parent, divorced, step parents, grandparents, and same sex-couples. Students then wrote about their own families. Parents/guardians are sending in family photos, and students are creating a class family book to learn more about each other and appreciate the wide variety of families represented in Horizon.
- Galaxy (grades 5-6) had a Meeting for Worship introducing the theme of racism and diversity and tying it to celebrating the differences brought to the Galaxy community. They celebrated International Day of Peace by learning about the day, reading a peace-themed story, and discussing how conflict can build. They then made connections to conflicts that can occur in our own community (ex: while playing four square).

anthropologist Horace Miner, is among the most important and telling.

- Students in World History II are studying the motivations for early Spanish and Portuguese exploration and colonization of the New World. Along with reading and discussing "The Doctrine of Discovery," learning about the Crusades and the differences between 1st century Jesus and the Roman Catholic Church, students are watching and analyzing the 1986 film, *The Mission*. The film portrays the true story of the Spanish Jesuit priest Father Gabriel and the mission he built on the borderlands of Argentina to minister to the Guarani people. In addition to seeing the impact of colonization on indigenous people, the clash between Spanish and Portuguese forces plays an essential role in the film. After concluding Spanish motivations for colonization and the destruction of indigenous peoples, we'll move on to the French, Dutch, and English.
- Students in United States History worked on essay questions that stem in part from two documentaries watched in class. Both cover specific events from the formation of the US to the present, and address issues surrounding citizenship, liberties, and civil/equal rights. In order to better understand the roots of nationalism and xenophobia, they read Ernest Renan's 1882 speech "What is a Nation?".

## STAFF DEVELOPMENT

This year we are continuing our work with the theme Facing Racism in a Diverse Nation. During our beginning of the year staff meetings, NGFS staff met in small groups to discuss the articles “Why Black Teachers Walk Away” and “Why People of Color Need Space Without White People”. The discussions were a springboard for the affinity group work that staff will embark on this year.

Lower School Art Teacher Maura Kern is participating in a group called Anti-Racist Art Teachers. As part of the group, Maura is reflecting on ways to be an anti-bias and anti-racist art teacher. Maura is evaluating representation of artists in the art curriculum.

## Stay Tuned for What's to Come

October is Dyslexia Awareness Month. For October's Professional Development, NGFS staff at all levels will be learning more about dyslexia. Learning about diversity of learners is an important part of creating a space that is inclusive for all.

Several NGFS staff will attend the NCAIS Educators Conference, which has a theme of Middle School Matters. Many of the available sessions focus on DEI topics, including anti-racism and creating inclusive classroom environments.

NGFS students Keisha Udoetuk (grade 9) and Florence Walton (grade 10) have been accepted into the Youth Leadership Greensboro program. They will attend sessions on the first Wednesday of each month. Some topics covered in the program include:: diversity, politics, media, health, education, arts and culture, environment, economy, and advocacy. Congratulations, Keisha and Florence!