



*A monthly updated on the Diversity,
Equality, and Inclusion work
happening at NGFS*

GUILFORD CAMPUS	PAGE-FREDERIKSEN CAMPUS
<p>Lower School teachers are using books that are inclusive of different races and are leading social curriculum activities related to creating a community that is respectful and inclusive of everyone. Teachers have begun leading discussions and reading books that relate to this year's theme, Facing Racism in a Diverse Nation. Carolyn recently shared a message with students about the life of John Lewis.</p> <ul style="list-style-type: none"> <p>Sunrise (Kindergarten) began their new social studies unit All About Community. Sunrise uses a curriculum that intentionally uses photos of children of different ethnicities. Sunrise has also begun to read books related to our theme for the year, including the book Sometimes People March by Tessa Allen.</p> <p>Rainbow (First and Second Grade) students drew self portraits at the beginning of school. Students used multicultural crayons to find a skin color that represented them, and talked about how different colors come together to make a rainbow, just like how the students and teachers all come together to make our Rainbow community. For Meeting for Worship Rainbow read the story Sulwe, written by Lupita Nyong'o and illustrated by Vashti Harrison. Throughout the story the main character learns to believe in herself and appreciate her beauty. The book addresses colorism and learning to love yourself.</p> <p>To introduce Meeting for Worship for the year Horizon (Third and Fourth Grade) used the book Speak Up, written by Miranda Paul and Illustrated by Ebony Glenn. One of the messages of the book is: "When a rule just isn't fair or has gotten much too old- Speak up! Work for change. Justice comes when we are bold." For</p> 	<p>In Middle & Upper School, everyone began the year re-establishing our community life. Our staff has engaged students in diversity, inclusion, and equity work, finalizing the query process to move towards a continued sense of safety and belonging. We invite multiple voices and perspectives into our classrooms through a variety of activities, discussions, books, and lessons that are inclusive.</p> <p>Ignite Your Shine: As we forge ahead to unveil the unique gifts in each student, our school counselor Jennifer Milton will create a space weekly for "Ignite Your Shine". The framework of "Ignite Your Shine" aligns well with our Quaker testimonies and the value each individual brings to our community. The program focuses on culture and mindset, along with the whole student's social and emotional well-being. The "Ignite Your Shine" mission is <i>to help every person find, foster and flourish his or her strengths so they are confident in who they are and have a strong understanding of how their gifts contribute to our world.</i> We will pursue our commitment to diversity in all dimensions while providing a safe, healthy, and nurturing environment.</p> <p>To foster and promote our student's strengths, uniqueness, and exceptionality, SHINE will assist us in developing and supporting:</p> <ul style="list-style-type: none"> • A dynamic culture • Deep discussions • Positive mindset • Safe and healthy learning environment • Awareness and acceptance of self and others <p>In English, The Class of 2021 is currently studying the memoir <i>Born a Crime: Stories from South African Childhood</i> by Trevor Noah. In preparation for composing college essays, students are looking at how writers use pacing,</p>



Peace Day, remote and in-person Horizons students listened to the book [Sometimes People March](#) by Tessa Allen. Students reflected on text-to-self and text-to-world connections. They also reflected on how this book relates to the celebration of the International Day of Peace. Using words or drawings, students shared one peaceful way people can work to create peaceful positive changes in their community and around the world.

- **Galaxy** (Fifth and Sixth grade) introduced the theme for the year at Meeting for Worship on Sept. 18. They talked about stereotypes and read the book [I Am Every Good Thing](#) by Derrick Barnes and Gordon C. James. At a recent Morning Meeting, Galaxy talked about the recent and current Black Lives Matter protests.

voice, dialogue, humor, and personal reflection to talk about their own lives. As they delve into the context of South Africa in the late 1980s, we face how race, ethnicity, society, and history can affect a child's growing sense of identity. Also, they have been comparing the de jure segregation in Trevor Noah's life to current issues of de facto segregation in Greensboro and beyond. For the month of October, students will be composing, sharing, revising, and editing personal stories and reflections

Spanish 5 spent time working with a short story entitled "una Vida desgastada"-A Shabby Life this week. This story helped them analyze aspects of identity and culture and discuss how culture relates to people's priorities and values. Through this story, students met several characters from Peru, and practiced using the subjunctive to give advice about situations the characters encountered. In **Spanish 1-3** students talked about Felicitas Mendez, she and her husband sued the school board in Orange County, California to integrate Mexican and white schools.



Our US students and staff participated virtually in our weekly Meeting for Worship, led by Erik Beerbower. In keeping with our focus for the year, Facing Racism In A Diverse Nation, Erik revealed through the eyes of artists who share their work to depict the injustices that have continued to shape our present time. [Click here](#) to see the work of artists who speak truth to power through their art.

STAFF DEVELOPMENT

Each week our Division Heads share resources with our faculty and staff. Some of these resources are later discussed in faculty and staff meetings, others are offered so that each member of our staff community has opportunities to personally examine the often-hidden mechanisms of systemic racism that we encounter as we make our way in the world.

Resources shared:

- [6 Ways to be an Antiracist Educator](#): Educator Dena Simmons on engaging in antiracist work in the classroom.
- [Friends Council on Education: Community Conversation on Race - September 22 at 7pm - Interrupting Racism](#)
- As you read this short essay, think of examples of where you see first-degree and third-degree racism.
[John Rice offers perspective on The Difference Between First-Degree Racism and Third-Degree Racism” in the Atlantic.](#)
- Here is a clip that is food for thought as we continue our anti-racist work. Please join us in reflecting about how our anti-racist work relates to the Quaker testimonies, including the peace testimony. [An interview by Ibram X. Kendi and Jason Reynolds by Trevor Noah about their book Stamped and about racism in the U.S. "Anti-racist is a new code for a person who is really fighting for true equity, for true love." - Jason Reynolds](#)
- [Verna Myers: How to overcome our biases?](#) Walk boldly toward them: Our biases can be dangerous, even deadly — as we've seen in the cases of Michael Brown in Ferguson, Missouri, and Eric Garner, in Staten Island, New York. Diversity advocate Verna Myers looks closely at some of the subconscious attitudes we hold toward out-groups. She makes a plea to all people: Acknowledge your biases. Then move toward, not away from, the groups that make you uncomfortable. In a funny, impassioned, important talk, she shows us how.

STAY TUNED

Upcoming discussions, events, and opportunities

<p>John Lewis: Good Trouble</p> <p>An Upper School discussion about the film and Representative Lewis’s legacy of fearless protest and how students and adults can keep his campaign for justice alive.</p>	<p>At an upcoming staff meeting we will do bias training modules from the KIRWAN INSTITUTE FOR THE STUDY OF RACE AND ETHNICITY</p>	<p>Identity work and Affinity Groups for Grades 7-12:</p> <p><i>Affinity groups provide opportunities for students who share an identity—usually a marginalized identity—to gather, talk in a safe space about issues related to that identity, and transfer that discussion into action that makes for a more equitable experience at school.</i></p>
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