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Caleb Greenwood is an authorized International Baccalaureate (IB) World School implementing the Primary Years Program (PYP).

*The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.*

*These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.*

<https://www.ibo.org/>

## IB PYP NEWS!

learner profile and Action Focus:

### *Caring Social Justice*

In IB PYP, being **Caring** means we show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us. Being **Caring** may spring from new learning and result in Action in the form of **Social Justice**—the view that everyone deserves to enjoy the same economic, political, and social rights, regardless of race, socioeconomic status, gender, or other characteristics. As someone who **Cares** about **Social Justice** you may want to volunteer with an organization that shares your interests and supports the causes about which you care; participate in a virtual social justice rally or event; send letters and emails to local and global officials to communicate your concerns about issues; or organize your own group or virtual rally for social justice issues that are important to you!

Talk with your family about what values your family holds and explore issues and topics that align with these values. Then do some research together to see how you can bring awareness to that issue or participate with others as a family that Cares about Social Justice!

## School-Wide IB PYP Unit of Inquiry!

IB PYP THEME:

How We Express Ourselves

CENTRAL IDEA:

We can express ourselves to communicate feelings, values, culture, and history.

LINES OF INQUIRY:

- Ways we can express ourselves
- Why we express ourselves
- How expressing ourselves is connected to our feelings, values, culture, and history

Learner Profile Focus:

Communicator (Feb)  
Caring (March)

Action Focus:

Advocacy (Feb)  
Social Justice (March)

## What is the IB learner profile?



The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

[IB learner profile](#)

## What is ACTION in the IB PYP?



In the PYP, action is both an application of learning and an opportunity for students to engage in a form of contribution or service. It is integral to PYP learning and to the program's overarching outcome of international mindedness.

## The learner profile & ACTION Connection

Action, the learner profile, and international mindedness work hand in hand to strengthen students' confidence in their capacity to make a positive change in the world. Student-initiated action will be considered a dynamic outcome of a student's learning and an active demonstration of the learner profile attributes. Each month we will focus on a learner profile attribute and how it connects and nurtures a child's disposition towards Action.

## How can we support the IB PYP at home?

### **ACTION FOCUS: Social Justice**

*Teaching Young Children About Bias, Diversity, and Social Justice*

#### Who's Different and What's Fair

\*As a society and within our educational institutions, discussions about bias, diversity, discrimination, and social justice tend to happen in middle and high schools. We have somehow decided that little kids can't understand these complex topics, or we want to delay exposing them to injustices as long as possible (even though not all children have the luxury of being shielded from injustice).

Here are four concrete ways of bringing discussions about bias and diversity to children of all ages:

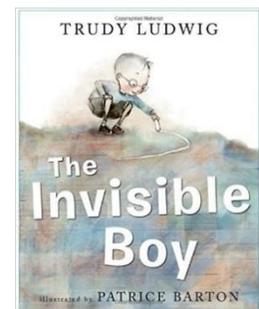
1. **Use children's literature:** There's a wealth of children's books that can be read aloud and independently to approach the topic of bias, diversity, and social justice. Whether it's a book about people who are different from your children (window books), an affirmation of their identity (mirror books), or one that exposes bias or shares stories of people who stood up to injustice, reading can be a seamless way to address the topic. Here is just one list of books to introduce social justice: [Social Justice Books for Kids](#)

2. **Use the news media:** Find topics and news stories that bring forth these themes, discuss them with you family, and build other reading and discussions around. Relevant news stories that highlight bias and especially those where someone stood up to it and justice prevailed—like the 9-year-old boy who was barred from bringing his My Little Pony backpack to school because it was the source of bullying, or the story of Misty Copeland becoming the first African American appointed as a principal dancer for the American Ballet Theater in its 75-year history—are terrific teachable moments.

3. **Give familiar examples:** Take advantage of children's interest in books, TV shows, toys, and video games, and use them as opportunities to explore diversity, bias, and social justice. Whether it's about toys and gender stereotypes, a New Jersey girl who was tired of seeing books only about white boys and dogs, or a new line of dolls with disabilities, you can provide openings for children to see how bias takes place in media and the everyday objects that they use.

4. **Explore solutions:** Rethink the concept of helping others (through service learning projects or other volunteer opportunities) to include discussions with children about the inequities that contribute to the problem and consider actions that can address it. For example, while it's useful to provide food to homeless people, we want to deepen the conversation to convey a social justice perspective and a wider lens with children. Therefore, discuss the stigma and stereotypes of homeless people, learn about unfair housing policies, and reflect on solutions that could reverse the problem in a lasting way and encourage students to take action.

\*Content for this article taken from: <https://www.edutopia.org/blog/teaching-young-children-social-justice-jinnie-spiegler>



#### **Get the Conversation Started with a Book:**

- How did the illustrator make Brian look different than the other characters? Why?
- How do you think Brian feels being left out? Have you ever felt left out? Tell me about that time.
- Why do you think sometimes students are invisible or get left out? When and how does Brian's appearance change in the book?
- What could you/we do to make everyone feel included? How can you/we stand up for people that are different, left out, or treated unfairly?