



# Doc Apoc Has a Beef, Part 1 #ImagineEquity

Hello, and welcome to The Imagine Neighborhood™!

## What is The Imagine Neighborhood?

*The Imagine Neighborhood* is an award-winning podcast that teaches kids and their grown-ups social-emotional skills like building friendships, practicing patience, and finding calm. Our show takes place in a special, magical neighborhood: a place where it sometimes rains rubber chickens or you have to hop on rocks to cross Lava Avenue. *The Imagine Neighborhood* lives inside everyone's imagination, and every week, we tell fun stories about the fun things that happen here.

## TALKING ABOUT RACE AND IDENTITY WITH YOUR KIDS:

In *The Imagine Neighborhood*, we strive to create a world where everyone is treated fairly. But it's important to remember that a fair and equitable world is one that requires effort, focus, and conversation. Kids begin to notice racial differences and internalize biases before they're even five years old.\* You can help equip your kids for these kinds of conversations by encouraging questions and by finding shows, books, and podcasts with strong diverse representation.

## ABOUT "DOC APOC HAS A BEEF"

The team at *The Imagine Neighborhood* partnered with multiple esteemed researchers in the field of positive racial identity development to create a six-part series titled *Imagine Equity: Six New Stories About Race, Identity, and Making Things Right*. In this episode, "[Doc Apoc Has a Beef](#)", a new restaurant called Big Bot Burger opens in the Neighborhood. And they have a company rule to not serve food to people from the Wasteland. Being a Wastelander is part of Doc's identity—and not letting someone do something because of their identity is a super-wrong type of unfairness called discrimination. When rules discriminate, that's called injustice. And those kinds of rules need to change. Doc and Scotty set out to make things right and get some justice.

## Help your students #ImagineEquity

When rules or policies discriminate against certain people or groups because of their identity, that is injustice. This week, Doctor Apocalypse used her voice and her music to speak up against injustice. There's a long history of musicians who have used songs to talk about injustices they see in the world—just like Doc.

Doc used her voice to start a chant to show what she believed in. Ask your kids to write a song, a chant, or a short sentence that shows their support for something important. Then, ask them to get out their markers and paint to draw or write it! You and your kids can show your support for something or someone by making posters for your window and yard, and you can also make buttons, stickers, and signs to share with others.

### More discussion questions as you listen:

#### Question 1

Discrimination is when someone is told they can't do or have something because of a part of their identity. Discrimination is very unfair and wrong. What should you do if you see discrimination happening?

**Answer:** Speak out against it. You can tell a grown-up—or if you feel safe doing it, you can tell the person discriminating that what they're doing isn't fair or kind.

#### Question 2

When rules discriminate against a group of people, that's called injustice. And the opposite of injustice is justice. Kids and grown-ups can all be activists to make things right and get some justice, just like Doctor Apocalypse! What are some ways you can be an activist?

**Answer:** There are lots of ways to stop discrimination and injustice! You can make signs, go to a march with your family, contact your representatives, and get in touch with organizations in your community to find out how to help.

### Additional resources:

[P.R.I.D.E.:](#) Positive Racial Identity Development in Early Education (University of Pittsburgh)

[Imagine Equity series](#) (The Imagine Neighborhood)

[Art and Activism series:](#) Learning for Justice

*\*Sullivan, J., Wilton, L., & Apfelbaum, E. P. (2021). Adults delay conversations about race because they underestimate children's processing of race. Journal of Experimental Psychology: General, 150(2), 395–400. <https://doi.org/10.1037/xge0000851>*