

Growing Anti-racist UU's: A Curriculum for Children

www.uucharlottesville.org/anti-racist-curriculum/

Responding to Bias - Lesson 12 for Grades 3-5+

By Dinny Jensen and Linda Dukes

LESSON OVERVIEW

INTRODUCTION

Most schools have bullying prevention programs, so this lesson builds on that idea by adding a motivator of Unitarian Universalist values. It empowers children to act for justice by suggesting four strategies to use when facing bullies.

GOAL

- To identify strategies to respond to bullying or stereotyping.
- To practice these strategies.

LEARNING OBJECTIVES

Participants will:

- Identify 4 strategies for responding to bullying or stereotyping (Be a buddy, Interrupt, Speak out, Tell an adult).
- In particular scenarios involving racist actions, identify appropriate strategies and decide what they think they could try.
- Practice these strategies.

ACKNOWLEDGMENTS

Youtube video: <http://www.thenedshow.com/upstander.html>

Cartoon by Nathan W. Pyle ("Do you think the owl is a predator?")

Boston poster: <http://www.wbur.org/news/2017/07/17/boston-islamophobic-harassment-psa>

LESSON-AT-A-GLANCE

Opening	7 minutes
Activity 1: Discuss bullying and stereotyping	20 minutes
Activity 2: Scenarios for role playing	20 minutes
Closing	10 minutes

LEADER PREPARATION

“In essence, oppression inevitably means losing one's humanity for the power, wealth and status attained from the subjugation of others. It means losing the spiritual connectedness with fellow human beings. It means a refusal to recognize the polarities of the democratic principles of equality and the inhuman and unequal treatment of the oppressed. It means turning a blind eye to treating marginalized groups like second-class citizens, imprisoning groups on reservations, concentration camps, inferior schools, segregated neighborhoods, prisons and life-long poverty. To allow the continued degradation, harm and cruelty to the oppressed mean diminishing one's humanity, and lessening compassion toward others. People who oppress must, at some level, become callous, cold, hard and unfeeling toward the plight of the oppressed.”

- from How Does Oppression (Microaggressions) Affect Perpetrators? by Derald Wing Sue, Ph.D. <https://www.psychologytoday.com/us/blog/microaggressions-in-everyday-life/201102/how-does-oppression-microaggressions-affect>

MATERIALS FOR LESSON

- permanent markers (some narrow, some thicker)
- flip chart and paper
- cartoon about eagles (at least 2 copies to pass around)
- small signs, each with one strategy: Be a buddy, Interrupt, Speak out, Tell an adult
- set up for showing youtube video
- copies of Taking it Home #6 (Handout 3) for parents/caregivers (and plan to email it to all families)
- Chalice and LED/battery-operated candle or matches and candle

LESSON PLAN

OPENING (7 MINUTES)

Description of Activity

Sit in a circle and follow the class's usual opening procedures (check in, chalice lighting, listen to chime until silence for centering, opening words, etc.).

Reading: By Martin Luther King, Jr. “For evil to succeed, all it needs is for good [people] to do nothing.”

Share Joys and Concerns.

Activity 1: Discuss Bullying and Stereotyping (20 minutes)

Description of Activity 1

Review definition of stereotype – have it written on poster board or flip chart

A **stereotype** is an idea or belief many people have about a thing or group that is based upon how they look, their religion, or other characteristic. This idea may be untrue or only partly true. **Stereotyping** people is a type of prejudice because what is on the outside is a small part of who a person is.

What are have you learned about preventing bullying at school? [let 2-3 students from different schools share]

Say: We're going to see a video called "You Can Be an Upstander." As Unitarian Universalists we know that not all people can stand up (if they need a wheelchair, for example) so there is a problem with the word "upstander." A person does not actually have to stand up to be an "upstander." The video will use the word "upstander" but we'll change it to be "justice maker."* We are using this video, though, because it has four good strategies that can help deal with someone who is bullying. At the end, I'll ask if you can remember what they are.

*Teachers: you could choose "action taker" or "intervener" if you prefer.

Show video "You Can Be an Upstander" from the NED Show:

<http://www.thenedshow.com/upstander.html>

What strategies did the video show that could help you deal with someone who is bullying?


(write strategies on chart paper)

1. Be a buddy
2. Interrupt
3. Speak out
4. Tell an adult

What's the connection between bullying and stereotyping?

How do we know when something seems wrong? . . . (One way is to notice the feelings in our bodies.)

How could you use the strategies that you've learned to help if someone's being stereotyped or bullied?

 What sometimes gets in the way of our being a justice maker? (add these responses if they don't say them)

sometimes we may freeze, not able to think of what to say or do

sometimes we may be afraid of what the bully may do

sometimes we may be afraid that our friends may turn against us

If we do these things instead of responding, we can think about what we could do next time a similar situation happens.

Last time we saw a video about stereotyping in a store. Can someone explain what happened in it for those of us who weren't here? What did most of the witnesses (the other shoppers) do?

What strategies did the shoppers who stood up use?

What does our Unitarian Universalist faith urge us to do? How to we get the courage to do this? How do we step outside our comfort zone to be an upstander?

Show eagle cartoon and discuss (see Handout 1)



Activity 2: Scenarios for Role Playing (20 minutes)

- Explain a scenario of something that has happened with elementary school children to a person from another country: "Go back to where you came from. We don't want you here"
- Brainstorm possible responses (in groups of 3, sitting in distinct areas with a sign for their strategy)
- Adults role play a couple of responses (asking each group what they should say/do)
- Ask children which response might they personally try – realize we need to learn how to step out of our comfort zones – move to the part of the room for that strategy
- **what might happen if you do any one of these (consequences)?**
- repeat with other scenarios, as time permits, with either adults or children being the upstander, receiving coaching from the others.

possible scenarios --

- “go back to your country”
- “girls can’t play ___” “Boys can’t do ballet” “You throw like a girl”
- can I touch your hair?
- “What are you?”
- making fun of someone’s name
- “why don’t you go back where you came from?”
- “that’s so gay”
- “my parents say I can’t play with Black kids”

Show Boston poster about Intervening in Islamophobia (Handout 2)

<http://www.wbur.org/news/2017/07/17/boston-islamophobic-harassment-psa>

WHAT TO DO IF YOU ARE WITNESSING ISLAMOPHOBIC HARASSMENT

A bystander’s guide to helping a person who is being targeted

1 Engage in conversation
Go to them, sit beside them, and say hello. Try to appear calm, collected, and welcoming. Ignore the attacker.

2 Pick a random subject and start discussing it
It can be anything. A movie you like, the weather, saying you like something they are wearing and asking where they got it.

3 Keep building the safe space
Keep eye contact with them and don't acknowledge the attacker's presence. The absence of response from you two will push them to leave the area shortly.

4 Continue the conversation until the attacker leaves & escort them to a safe space if necessary
Bring them to a neutral area where they can recollect themselves. Respect their wishes if they tell you they're ok and just want to go.

This guide was originally written and illustrated by Harriet Johnson. It was translated into English for the Middle Eastern Institute. It was reformatted by the City of Boston with the artist's permission.

CITY of BOSTON Mayor Martin J. Walsh



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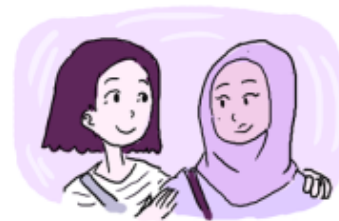
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- 3 **Keep building the safe space.**
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- 4 **Continue the conversation until the attacker leaves & escort them to a safe place if necessary.**
Bring them to a neutral area where they can recollect themselves; respect their wishes if they tell you they're ok and just want to go.



This guide was written & illustrated by Maeril | @itsmaeril - Translated in English for The Middle Eastern Feminist

CLOSING (10 MINUTES)

- Gather children in a circle. Say, in your own words:
 - Today we talked about what we can do if we notice someone treating someone else unfairly. What are four of those ways? (be a buddy, interrupt, speak out, tell an adult) As Unitarian Universalists we believe it is important to take action for justice.
- Reading:
 - “Be the change you want to see in the world,” by Mahatma Gandhi.
 - Ask what that means to them in their lives.
- Extinguish chalice
- Hand out Take it Home sheets as parents/caregivers arrive.

LEADER REFLECTION AND PLANNING

When class ends, please stop for a minute with your co-teacher to . . .

- Take a deep breath together and acknowledge that you have done one thing today for racial justice. Sometimes the problems seem so huge that we need to find specific actions we can take, and this is one of them.
- Discuss if any children weren't fully included in the lesson and how they might be in the future.
- Note any issues that you want to follow up on in the next class.
- Note any issues that you want to mention to your congregation's racial justice curriculum planners or your religious educator.

DO YOU THINK
THE OWL IS A
PREDATOR?



OF COURSE
NOT. HE'S
NEVER BOTHERED
ME.



EXACTLY.

NO IDEA WHAT
MR. MOUSE WAS
GOING ON ABOUT.



NATHANWPLYE

HANDOUT 2 (only a couple of copies are needed to pass around)



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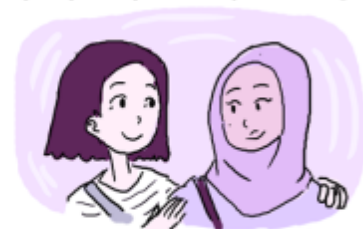
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Take It Home!

(for 12th Racial Justice Lesson, 3-5th graders)

Responding to Bias

Children reviewed what a stereotype is and saw a brief video about being an “upstander” (“justice maker”).

<http://www.thenedshow.com/upstander.html>

This suggests four possible strategies to respond as a justice maker: 1) Be a buddy, 2) Interrupt, 3) Speak out, 4) Tell an adult.

The group heard scenarios of bias that they might witness at school and brainstormed ways to respond. They then worked with role plays of how they might respond in ways that are encouraged by our UU faith.



FOUR CORE GOALS OF ANTI-BIAS EDUCATION

From Louise Derman-Sparks & Julie Olsen Edwards, 2010. *Anti-Bias Education for Young Children & Ourselves*

1. Each child will demonstrate self-awareness, confidence, family pride, and positive social identities.
 2. Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections.
 3. Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.
 4. Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discrimination.
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