

*Growing Anti-racist UU's: A Curriculum for Children*  
[www.uucharlotteville.org/anti-racist-curriculum/](http://www.uucharlotteville.org/anti-racist-curriculum/)

LOOKING AT FREEDOM - Lesson 10 for Grades K-2

Elaine Chapman

LESSON OVERVIEW

This lesson on racial justice makes young elementary children aware of the importance of freedom for everyone in this country. The concept of white privilege is further explored with regard to freedom and rights, and the restrictions and discrimination that have been imposed on others. This session ties into the principles of respect for the inherent worth and dignity of every person and offering fair and kind treatment to others and (red and orange) The session will culminate in the quest for freedom and human rights for all.

GOALS

This session will:

- Teach that our country's heritage did not provide freedom for all.
- Explore the concepts of rights and power as well as white privilege.
- Experience the principles of respect and justice, highlighting the knowledge that the quest for freedom is never ending.

LEARNING OBJECTIVES

Participants will:

- Continue to explore the rights and freedom taken from indigenous Americans and enslaved Americans in our country
- Connect that while freedom was not given to all, white Americans became powerful by restricting freedom of others through discrimination and marginalization
- Discover that freedom includes a wide array of benefits which white privilege often takes for granted

SESSION -at-a-GLANCE

Opening (5min)

Activity 1: Review previous concepts of freedom and privilege (5 min)

Activity 2: Look at pictures of Norman Rockwell's four freedoms art; discuss (10 min)

Activity 3: Drawing and writing of freedom statements and deposit in a box labeled "Freedom" (15 min) - keep the box for the next lesson



Activity 4: Reading and Song (10 min)

Closing: (5 min)

Use typical closing established within this classroom.

## LEADER PREPARATION

Consider the many dimensions of freedom assumed by persons of white or immigrant status. As you know, many immigrants are not white these days. any challenges to life, we expect to have basic freedoms, such as "freedom to" act and choose, and "freedom from" harm. The four freedoms, illustrated by Norman Rockwell (originals are in Norman Rockwell Museum in Stockbridge, Massachusetts) were highlighted by President Roosevelt after the Second World War. Think of each of these, and how they impact your daily life. Are you free to move about and travel? You are able to consider the congregation and faith of your choice. What other freedoms do you enjoy? Then

consider the lack of freedoms that others, especially those of color, have not enjoyed or had to protest to obtain on a regular, often daily, basis. If you identify as a person of color, you likely have experienced the pain discrimination or marginalization; recall and/or relate examples and your responses to your teaching partner.

## WELCOME AND ENTERING

Use typical opening as established by this classroom, i.e. chalice lighting, joys/concerns, circle time. Crepe paper streamers interlocking red orange, indigo and yellow colors will assist in emphasizing the two principles in this session.

## Materials for Activity

- Chalice, candle and lighter with cloth for centering table
- Medium box (“freedom box”) to collect written statements of right
- Basic art materials, 3x5 cards, thin markers, pencils,
- Illustrations of Rockwell’s “Four Freedoms”
- Song: adapted “Freedom on My Mind” (included in lesson)

# OURS...to fight for



*Freedom of Speech*



*Freedom of Worship*



*Freedom from Want*



*Freedom from Fear*

## Description of Activity

### Activity 1:

- In circle group, review the previous lessons about portraits, interviews and judgments formed on seeing only a photo of a person.
- Recall the suppression of groups in this country and the protests

### Activity 2:

- Talk about freedom and illustrate with Rockwell's "four freedoms", (of speech and of worship; from want and from fear), allowing children to discuss details in each photo. Explore other freedoms.

### Activity 3:

- Provide children with cards and materials to create other statements of freedoms (i.e. both basic needs and other gifts in their lives). May work in pairs or individually.
- In group, ask children to deposit their freedom card into the box. Ask if there are other freedoms that have not been suggested.

### Activity 4:

- Read the words to song and teach, finishing with group chant. This may illustrate the yearning for freedom by those who have had to demand equal treatment and freedom. (Create an easy melody or chant.)
  - Woke up this morning with freedom on my mind (3x)
  - There must be some love out there!

## Including All Participants

- There may be children who need assistance participating in offering information. Use sentence starters, or allow another point for contributions. For those who may not focus well on writing, provide adult guidance as needed and desired by child.

## 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 taken a small step 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 were not 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 director of faith development.

### TAKE IT HOME

Today, children looked at the four freedoms drawn by Norman Rockwell (Google, for your reference). Then we explored other freedoms that they have experienced; these were captured in writing and/or illustrations and deposited into a box labeled "FREEDOMS". Our next lesson will explore this box together and learn what might happen when these freedoms are not there!

### **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.

.....