

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

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

LOOKING AT LOVE, LIBERTY and JUSTICE - Lesson 12 for Grades K-2

By Elaine Chapman

LESSON OVERVIEW

This session on racial justice makes young elementary children aware of the pain of white supremacy and slavery as well as the continuing search for love and justice for all. This session ties into the principles of respect for the inherent worth and dignity of every person, offering fair and kind treatment to others, and insisting on peace and justice. This session will illustrate the yearning for a country that values our principles of love, liberty and justice.

GOALS

This session will:

- Teach that our country had its beginnings in white power and control.
- Explore the idea of being controlled and having no freedom (empty 'freedom box' from previous lesson), leading to the concept of slavery
- Experience the principles of respect and justice, highlighting the knowledge that freedom and human rights must be for everyone

LEARNING OBJECTIVES

Participants will:

- Continue to explore the concept of white privilege and white power.
- Introduce slavery and the price (from splaced on a person's life
- Discover that our country's beliefs are founded in freedom and justice but that at least 16 early presidents allowed slavery
- Recognize the deliberate lack of diversity in our presidential leadership, all white men but one (and no woman)
- Confirm the concepts of our country's principles, acknowledging the limitations

SESSION-at-a-GLANCE

Opening (5 min)

Activity 1: Review concepts of white privilege and white power (5 min)

Activity 2: Introduce slavery and presidential leaderships (10 min)

Activity 3: Create concept flag for country (20 min) Sample mini version here



Activity 4: Discussion and reciting of “we are the church...” (5 min)

Closing: (5 min) Use typical closing established within this classroom.

LEADER PREPARATION

Engage in external reading about the white supremacy and white privilege (e.g. Dyson, Michael, *Tears We Cannot Stop*. New York: St. Martin's Press, 2017. Print. and/or DiAngelo, Robin, *White Fragility* Boston: Beacon Press, 2018. Print.) For over 400 years, this country has been dominated and controlled by white European men, as evidenced in part by the deliberate mistreatment and exclusion of indigenous and enslaved Americans, as well as women. The preponderance of this leadership is exemplified throughout the U.S. presidency. Is this how the country will continue? The path to liberty and justice for all is surely not an easy one for persons of color. If you identify as a person of color, how do you respond to white leadership? What do you do on a regular basis to advance the cause of justice and freedom for all?

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, yellow, green, and indigo colors will assist in emphasizing the principles in this session

Materials for Activity

- Chalice, candle and lighter with cloth for centering table
- Insert of cover poster of presidents from the book: Bates, Katherine Lee, *America the Beautiful*. New York: Orchard Books. 2013. Print. (Provide pictures of presidents, if you choose another book.)
- Large poster board, 8-13 stripes of paper alternating white and red. Blue square of paper preprinted with words "In Our America"
- Art materials for illustrating and fine materials for printing words
- Read the created flag "In Our America..."

Description of Activity

Activity 1:

- In circle group, ask children to provide information on white privilege, persons of color, and how power controls and restrict others.
- Next have children discuss what happens when the freedom box is empty.

Activity 2:

- Present poster or presidential photos of our country's leaders.

Activity 3:

- Discuss the parts of the US flag. To create a concept flag, set up each child with materials for drawing and illustrating a stripe, to show this country's beliefs (such as "everyone is equal"). Statements which communicate reversal of abuses should be encouraged as well (such as "no person should ever have their freedom taken away") If 13 children are not available, allow some the opportunity to create a second, or use available adults.
- In group, briefly discuss the arrangement of the created flag. Assemble with children's assistance.

Activity 4:

- Recite the phrases, "we are the church of the open mind, loving heart, helping hands". Why is this important to us?

"We are the church of the open mind,
We are the church of the helping hands,
We are the church of the loving heart."

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 drawing illustrations, provide adult assistance.

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

In class today, we continued to explore the concept of white privilege, and also white power or supremacy. In looking at all our presidents, we learned that 16 of the first 18 owned slaves and that only one person was non-white. Extending the freedom

discussions from previous lessons, we worked together to create an American flag that showed stripes of what human rights our country should give to everyone.

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.

