

Growing Anti-racist UU's: A Curriculum for Children
www.uucharlotteville.org/anti-racist-curriculum/

MY FAMILY, MY HOME - Lesson 2 for Grades K-2

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LESSON OVERVIEW

This second lesson on racial justice makes kindergartners and first graders aware of the possible variations of skin shades within their own families. This session ties into the principle of offering fair and kind treatment toward everyone. The book discussion will focus on “all kinds of families”, their differing practices and activities, as well as their skin shades and preferences of activities, customs and events.

GOALS

This session will:

- Teach that our families, even biological, may not always share the same skin shades.
- Explore the differences and sameness of family structures, customs, skin shades, and activities.
- Experience the second principle of “offer fair and kind treatment” and continue to look at families as opening the window to the world.

LEARNING OBJECTIVES

Participants will:

- Connect that their own families may have variations in skin tone, and that the love in their hearts is there, but that they have unique preferences and feelings.
- Discover that other families may not look like our own or do what ours does.

LESSON-at-a-GLANCE

Opening: (5 min)

Activity 1: Discuss one’s own skin shade and explore shades of family members (5 min)

Activity 2: Examining different beverages and combinations (15 min)

Activity 3: Story: *The Great Big Book of Families* (15 min) (**TEACHERS:** When previewing the story before class, please find places to pause and engage children with a question about a feeling, what might happen, or what the listeners think. This helps

children pay attention. Also you may need to define some unfamiliar words used in the story.)

* if time, provide other books (*Happy in Our Skin* and *The Skin You Live In*) for independent perusal.

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

LEADER PREPARATION

Consider the many variations of objects, activities and perceptions. Is there only one way to define an idea or an object? There are predetermined categories, e.g., cups are objects to drink out of, but they are also containers for things or simply a piece of artwork. However, they generally are referred to as cups. Reflect on the idea that people, while of different shades of skin, are all referred to as people. Remember in history when this was not so and think of our current times. Imagine the variations in people of activities, thoughts, ideas and customs as well as their skin shades .

WELCOME AND ENTERING

Use typical opening as established by this classroom, i.e. chalice lighting, joys/concerns, circle time.

Materials for Activity

- Chalice, candle and lighter with cloth for centering table
- Various liquids to display shades: water, cold coffee and tea, milk and cream (both dairy and non-dairy); and chocolate sauce for mixing
- Crayons of color shades with matching skin shades as a reference and reminder of previous session (Note: Crayola makes skin shade crayons)
- Books:
Hoffman, Mary, *The Great Big Book of Families*. New York: Dial Books, 2011. Print.
Tyler, Michael and Csicsko, *The Skin You Live In*. New York: Holiday House, 2013. Print.
Manushkin, Fran, *Happy in Our Skin*, Sommerville, MA: Candlewick Press, 2018. Print.

Description of Activity

- Ask children to review their skin shade and what they have learned about the shades of the members of their families. Explain to children that their skin shade is their own unique covering, even within their own family.

- Ask children to share what each person in their family prefers to drink from the choices of milk, coffee, tea, water. Use liquid beverages to show that all are refreshing but all may be different. While the choice of a drink may be different, it is still a drink or beverage
- Display 3 cups of each beverage (milk, cold coffee, tea) and have additional cups available. Add cream of varying amounts to the coffee and tea. Then add chocolate sauce in varying shades to the milk. Start with coffee, then pour some into another clear cup, adding a small amount of cream. Then in another clear cup, pour coffee in greater amount. Ask for each “is this coffee?” acknowledging that they are all coffee but different. Repeat with tea and milk. Allow children to share in milk, and other beverages if they choose.
- Read *The Great Big Book of Families* and discuss differences in families in the pictures of the story - structure, activities, race, preferences. Prompt with questions such as “Is this a person? What about this person?” to bring together the ideas of the beverage activity and the value of different persons and their uniqueness.

Including All Participants

- There may be children who need assistance participating in offering information. Use sentence starters (e.g. my mom drinks...; at dinner, my grandpa always likes...) or allow another point for contributions. For those who may not focus well on book reading, create an active role for them, i.e. turning pages or pointing to pictures as read.

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 action 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

Session 2

K-1 continued its journey into respecting differences in session 2, My Family, My Home. Children explored possible variations of skin shades within their own families and also their preferences for things, activities, customs and events. Through experimenting and participating with changing the shades of various liquids (tea, coffee, milk), our discussion explored the unique preferences within their families. The lesson incorporated family differences with a wide range of family practices and choices. The second UU principle emphasized fair and kind treatment towards everyone.