

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

MY FRIENDS, MY SCHOOL - Lesson 3 for Grades K-2

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LESSON OVERVIEW

This third lesson makes kindergartners and first graders aware of the uniqueness and difference in their friendships. Using variations in hair and gifts of friends, children will explore differences among themselves and friends as well as differences between the friends of others in class. This session focuses on the principle of yearn to learn about others through acknowledgement and appreciation of difference.

GOALS

This session will:

- Teach that coverings of our hair are unique, but all are of equal value.
- Explore differences among friends and friends of others.
- Experience the principle of yearn to learn about the uniqueness of others.

LEARNING OBJECTIVES

Participants will:

- Connect that their own hair varies with others.
- Discover that hair is a unique covering for what is inside ourselves.
- Explore the principle of “yearn to learn” about others, their uniqueness, their gifts, and their differences.

LESSON-at-a-GLANCE

Opening: (5 min)

Activity 1: Story: *What's With Your Wool?* (5 min)

Activity 2: Explore hair differences and care (5 min)

Activity 3: Create paper dolls with hair variations (15 min)

Activity 4: Discuss differences in hair and friends (5 min)

Activity 5: Story: *Spaghetti in a Hot Dog Bun* (10 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.)

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

LEADER PREPARATION

Reflect upon your childhood relationships with people who looked different from you. What did you notice first about them? As you think of their facial features and their hair, what were you thinking? Consider that hair is an important part of a person's appearance and what measures different people might take to care for their hair. For example, some hair types are easily managed or difficult to care for, requiring unique tactics for care. Some cultures define their methods of hair care in unique ways. Familiarize yourself with the importance of hair styling and adornments within various cultures.

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
- Pre-cut paper dolls for drawing (10" suggested and may be ordered from Amazon, source is Creative Shapes etc.)
- Wide variety of materials for creating hair, yarn, "doll hair", embroidery, etc.
- Two chopsticks (per figure) to attach to paper dolls for standing upright
- Styrofoam or other material to display standing paper doll figures
- Books:
Scoville, C.T., What's With Your Wool?. Kite Readers, 2014. Print.
Dismondy, Marie and Shaw, Kim, Spaghetti in a Hot Dog Bun. Nelson Publishing, 2008. Print.

Description of Activity

- Ask children about their hair qualities - e.g. texture, color, straight and who and how their hair is washed, brushed, styled. What have they noticed about the hair in their families and friends?
- Explore briefly about one or two close friends and their hair types, and how they style, color or add to their hair? Is fixing your hair, or noticing their style, important in their choices? Do you know anyone whose hair is the exact same quality and style the same as yours? What does unique mean?
- Read the story: *What's in Your Wool?*

- Introduce the concept of difference. Talk about how people like their own hair or dislike another. Do some people think a certain kind of hair is better than others? Why is that so? Remind that no one is more valued than another
- Complete activity creating paper dolls with unique hair coverings of friends (someone who does not look like you); if time, create another friend or their own self
- Attach chopsticks and stand the paper dolls in a block of styrofoam (or other strong material) to look at the uniqueness of children's creations. Talk about what they notice, leading them to comment about the uniqueness of each
- Read: *Spaghetti in a Hot Dog Bun*. Talk further about our own choices and respect for others as well

Including All Participants

- For those who may not enjoy crafts, an adult might take support of what they would like to see, and try to capture their ideas together.

Additional Resources: Ciscernos, *Sandra, Hairs = Pelitos*. NY: Dragonfly Books, 1994.

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.



Session 3

The K-1 class will continue their exploration of uniqueness, and differences among their friends. Using the attribute of the uniqueness of hair, the children will create replicas of friendship with multiracial paper dolls and various hair types. Hair is an important value in various cultures, the color, texture, style. The value of difference will be discussed within the activity and with children's books focusing on hair differences in children.

