

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

MY CHURCH, MY BELIEFS - Lesson 4 for Grades K-2

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LESSON OVERVIEW

This fourth lesson makes kindergartners and first graders aware of their what happens when difference is treated negatively. In continuing to recognize and value difference, children will begin to explore the feelings of others when they are not valued or treated fairly. Children will explore why our faith supports “Black Lives Matter” (some with buttons or posters) and the meaning behind it. This session focuses on the principle of the “ongoing search for truth and meaning” by emphasizing what has already been explored as the truth of respecting the dignity and worth of all people.

GOALS

This session will:

- Teach that our respect for everyone is truth and meaning for us and our faith.
- Explore the concept of “black lives matter”.
- Experience that the fourth principle of growing in our “ongoing search for truth and meaning” and that our search includes valuing everyone.

LEARNING OBJECTIVES

Participants will:

- Connect that valuing others helps others them feel valued and respected.
- Discover our role in our community and the world to value and respect all persons.

LESSON-at-a-GLANCE

Opening: (5 min)

Activity 1: Discussion about “Black Lives Matter” and friends who have parents of different shades (10 min)

Activity 2: Read: *The Case for Loving* (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.)

Activity 3: Button making (15 min)

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

LEADER PREPARATION

As we know, the continued abuse of persons of color requires our deep reflection and action. Perhaps you (or if you are as a person of color) may know or have experienced disrespect in several ways. In very recent years, many deaths have been witnessed and recorded, often at the hands of authority. Research the beginning of the Black Lives Matter movement and your relationship to it. Your congregation and/or your community may have activity or programs or position statements. While this movement and the reasons for it may be emotionally difficult for young children, the idea of loving is certainly understandable for them. Do you know of anyone in an inter-racial marriage? What are some of the challenges they face? Recall the US Supreme Court case (the Loving case originated in Virginia) that determined the right for individuals to marry within different races.

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
- “Black Lives Matter” printed sign or button
- Materials to make buttons to wear for themselves
- Paper dolls display from previous activity
- Books:
Alko, Selina, *The Case for Loving*, New York: Arthur A. Levine Books. 2015.

Description of Activity

- Show children a sign or banner with these words “Black Lives Matter”. Some of our UU congregations display a poster or distribute buttons for “Black Lives Matter” for church members to wear.
- Remind children of our past classroom experiences with shades and choices in families - what they are like and what they like. Ask if they know any friends or neighbors whose parents are very different shades. Marrying someone different from one another is ok today. But it was not always so.

- Read *The Case for Loving*, pausing at intervals to ask questions, “what do you think?”, “what do you think might happen?”, “do you know any people married like in this story, or what else have you seen, known?”
- Since this session unites the concepts of choice, loving and valuing others, children will make buttons (or badges) with the word LOVING printed on them, decorating as they please.
- Conclude with a brief circle highlighting our search for truth and meaning. We respect whomever a person loves, of whatever shade. Loving is the truth.

Including All Participants

- There may be children who need assistance making buttons or writing letters. Provide adult support.

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 4

The children in K-1 class continued their journey in racial justice with LOVING as the focus this Sunday. Calling their attention to "Black Lives Matter" support as well as possible display of banners and buttons worn by many in the congregation, children made their own buttons (in shape of nametags) illustrating LOVING as the truth in our lives. The book, *Loving* helps to tell the story that people of different shades were not always allowed to marry although they loved one another. The fourth principle of UU encourages all of us in the ongoing search for truth and meaning in life.

