

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

LOOKING AT THE OTHER - Lesson 7 for Grades K-2

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LESSON OVERVIEW

This lesson on racial justice makes young elementary children aware of the features and variations of skin shades among others in the RE classroom. This session ties into the principle of respect for the inherent worth and dignity of every person and offering fair and kind treatment to others and self (red and orange) The session will illustrate differences - yet only physical - as the exterior self tells us limited information about a person.

GOALS

This session will:

- Teach that our features, particularly facial, tell concrete details of another person.
- Explore the differences in another person within the group.
- Experience the first principle of respect, emphasizing that acknowledging others' features does not reveal important invisible information about them.

LEARNING OBJECTIVES

Participants will:

- Continue to explore the value of another person/s in their circles.
- Connect that while another person's physical characteristics provide information, it still does not describe one's personal qualities or unique preferences and feelings
- Discover that other children may not look like us, but like us, need respect

SESSION-at-a-GLANCE

Opening (5 min)

Activity 1: Review unique skin shades and physical characteristics (5 min)

Activity 2: Arrange pairs for drawing activities (5 min)

Activity 3: Drawing of each other in pairs (20 min)

Activity 4: Song and Discussion (Keep portraits for next lesson.) (10 min)

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

LEADER PREPARATION

Reflect on the possible tendency for human nature to make judgments or conclusions based on what a person looks like. Certainly skin color or shade is a variable in this process. Other perceptions, such as a person's ability, life's work, and wealth (or lack of) might be judged as well, simply by looking at a person. Remember when you see another person without communicating or knowing more about them, all you have seen is a physical body, face, hair, dress. Have you ever made conclusions about a person only by seeing him or her or them?

WELCOME AND ENTERING

Use typical opening as established by this classroom, i.e. chalice lighting, joys/concerns, circle time. Crepe paper streamers interlocking red 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
- Clipboards with cardstock paper for drawing
- Crayons of color shades with matching skin shades as a reference as well as other materials to create a portrait of another child
- Box of numbers to choose pairs (or use another method to pair children)
- Books to illustrate portrait artists, such as Cassatt (children on beach), Wiley (a museum exhibit), Rockwell (humor), Chagall (self-portrait), Lincoln (famous)
- Poem/Song: "Getting to Know You" (Youtube or Google)

Description of Activity

Activity 1:

- In circle group, ask children to review their skin shade and other unique physical characteristics about themselves.

Activity 2:

- Next have children draw numbers, with two of each number. Therefore, pairs of children will result. (Should anyone be unhappy with a draw), a teaching moment about the value of one another may occur.)
- Talk about artists and portrait work. Show and discuss various artists' style, both realistic and abstract. Explain that each child is an artist.

Activity 3:

- Set up each child with materials to create a portrait of the other person with no talking. After 10 minutes, switch so that the opposite child is drawn and by the

first artist. Allow 10 more minutes. (If appropriate, soft music without talking may accompany and support the drawing task.)

- In the group, briefly discuss that children only learned about the outside of themselves.

Activity 4:

- Provide the song, “Getting to Know You” and ask the children to sing with you. Discuss the need to know more about a person.

Including All Participants

- There may be children who need assistance participating in offering information. Use sentence starters, (e.g. “In my portrait, I noticed...”) or allow another method for contributions. For those who may not be able to draw easily, an adult may prompt the child to tell about what s/he sees and then help to capture on paper.

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

After looking at several portraits by famous artists, the children became artists and created portraits of one another, capturing physical details. We discovered that the portrait revealed only what the child looked like and not about personal characteristics, such as likes, feelings, and ideas. Seeing is only seeing a person’s physical characteristics. How do we learn more about a person? In closing, we learned and sang “Getting to Know You” (you can find on Youtube or Google).

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.

