

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

[www.uucharlotteville.org/anti-racist-curriculum/](http://www.uucharlotteville.org/anti-racist-curriculum/)

### WHAT ARE THE POSSIBILITIES (THE MAYBES)? - Lesson 8 for Grades K-2

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#### LESSON OVERVIEW

This second lesson makes young elementary children aware of the unique qualities, choices and favorites of each child in the RE classroom. Using questioning and listening techniques, much more is learned about one another beyond their physical characteristics. This session continues to emphasize the principles of respect for the inherent worth and dignity of every person and offering fair and kind treatment to others and self (red and orange), as well as yearn to learn (yellow). The session will illustrate that much information is learned about another person through relationship building.

#### GOALS

This session will:

- Teach that questioning and listening are major pieces in building a relationship with another person
- Explore differences among others
- Experience the principle of yearn to learn more about the uniqueness and differences of others

#### LEARNING OBJECTIVES

Participants will:

- Continue to explore the value of greater learning about one another and valuing uniqueness
- Connect that simply seeing or observing another person is not enough to build a relationship
- Discover that the inherent worth of a person/s is truly known by getting to know them
- Communicate the concept of yearn to learn about others, their uniqueness and their gifts

#### SESSION-at-a-GLANCE

Opening (5 min)

Activity 1: Review the portraits displayed around the room from Lesson 1 in C unit) in brief discussion. Highlight the three UU principles, and explain that we “yearn to learn” more about the person in these portraits. (5 min)

Activity 2: Pair children and allow 7 minutes for each to be interviewed, using questions on the attachment (other questions may be developed, if desired) (14 min)

Activity 3: In a group, look at pictures of various people and discuss what children know about each one.

Activity 4: Story: *Skin Again* (5 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

What happens when you engage with a stranger, someone you have never met before, and then learn something about that person? The possibilities are endless, about his, her, or their activities, background, thoughts and feelings. Were you surprised, based on your initial thoughts about appearance? Think of an example, perhaps driving, when another person may be driving slower than expected; what are the possibilities and reasons for this? Also, when seeing a person using a wheelchair, does that provide any more insight into who or what he or she or they do or think, or their likes or abilities?

## 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, and adding orange for this session, will assist in emphasizing the two principles in this session.

### Materials for Activity

- Chalice, candle and lighter with cloth for centering table
- Display portraits from previous lesson (# 7 in section C )
- Clipboards and materials (paper, pens, and perhaps a form asking particular questions) to collect information about other children
- Assemble a book of various photos. Use pictures or front of book jackets for people of various shades and cultures: e.g. Ryan Speedo Green, Rachel Carson,

Stephen Hawking, Sojourner Truth, Malala, Benjamin Banaker, Mary McLeod, Sonia Sotomayor, Mollie Burkhart.

- Book: Hook, Bell, *Skin Again*. New York: Jump at the Sun/Hyperion Books for Children, 2004. Print.

### Description of Activity

#### Activity 1:

- Engage children in a brief discussion of the portraits of one another. Perhaps they are able to identify the person in the portrait. How is that possible? Highlight the 3 UU principles talked about so far. Ask children to identify them and briefly talk about each one.

#### Activity 2:

- Follow the same process to pair children as in the previous session (# 7 in section C). Provide 7 minutes for each child to be interviewed.
- Ask each child to match the interview sheet with the picture.

#### Activity 3:

Show pictures of photo collection. Ask: Who is this? What do you see? What do you know about him/her/they? Allow children's comments and then ask: do you want to know more about them? Provide name and facts about each photo. Ask 'what do you know about them from their pictures and then reveal their life work? Discussion concludes that only a photo or picture (or portrait of another child in the class) provides very little about a person. More information is needed to truly learn about him/her/them.

Activity 4: Read and discuss the story, *Skin Again*.

### Including All Participants

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

### 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

Today the children interviewed one another to learn more about them. They matched the portrait with the interviews and found that they learned a lot more about a person from listening to them. Several photos of well-known people (e.g. Stephen Hawking, Sonia Sotomayor, Ryan Speedo Green) were examined for their unique qualities, asking "what do you see, what do you know about them"? Once the children learned more about the photos, the idea was reinforced that we truly do not know about a person simply by looking at them!

### **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.



## INTERVIEW QUESTIONS

NAME \_\_\_\_\_ DATE \_\_\_\_\_

1. Who lives with you?
2. What do you do with your family?
3. What is friendship?
4. Talk about what you and other people say you are really good at.
5. What is really hard for you to do?
6. You are the happiest person in the world when...