



JOURNEY IN... YEAR TWO ON BEING HUMAN BODY

This lesson's Big Ideas:

- Part of being human is having a racial identity. When we say 'race' we mean many things, including skin color, hair and eye color and place of origin.
- While race is biologically an illusion, it has become 'real' as a social construct, and so forms a great part of our individual and shared human identity.
- Prejudice has its base in categorical thinking. Assumptions that we make about individuals based on a category into which we think they fit are often false and sometimes hurtful.
- Racism is a result of systematic combinations of racial prejudice and power.
- Unitarian-Universalism's first principle is that *all people have inherent worth and dignity*. Therefore, we commit ourselves to

TEACHER REFLECTION AND PREPARATION

🕒 Ahead of time

Prejudices, it is well known, are most difficult to eradicate from the heart whose soil has never been loosened or fertilized by education; they grow there, firm as weeds among rocks.

- Charlotte Brontë

I look forward confidently to the day when all who work for a living will be one with no thought to their separateness as Negroes, Jews, Italians or any other distinctions. This will be the day when we bring into full realization the American dream ~ a dream yet unfulfilled. A dream of equality of opportunity, of privilege and property widely distributed; a dream of a land where men will not take necessities from the many to give luxuries to the few; a dream of a land where men will not argue that the color of a man's skin determines the content of his character; a dream of a nation where all our gifts and resources are held not for ourselves alone, but as instruments of service for the rest of humanity; the dream of a country where every man will respect the dignity and worth of the human personality.

- Rev. Dr. Martin Luther King, Jr

This is what we are about: We plant seeds that one day will grow. We water seeds already planted, knowing that they hold future promise. We lay foundations that will need further development. We provide yeast that produces effects beyond our capabilities. We cannot do everything and there is a sense of liberation in realizing that. This enables us to do something, and to do it very well. It may be incomplete, but it is a beginning, a step along the way, an opportunity for God's grace to enter and do the rest. We may never see the end results, but that is the difference between the master builder and the worker. We are workers, not master builders; ministers, not messiahs. We are prophets of a future not our own.

- Archbishop Oscar Arnulfo Romero

Lesson Materials

- Enough oranges for each child to have one
- A bowl big enough to accommodate all the oranges
- A digital or Polaroid camera
- Butterscotch pudding, prepared according to directions
- Food coloring
- Small bowls or paper cups, enough for each child to have one
- Spoons

YOUR FIELD EXPERIENCES: FEEDBACK AND NOTES

GATHERING AND FOCUSING

🕒 2-3 minutes

Invite each child to sum up how they're feeling today by giving one thumbs up, two thumbs up, one up/one down, one down, two thumbs down, etc. Do this in silence; no explanation or comments necessary.

PRIMARY ACTIVITY ONE THE ORANGE HUNT

🕒 15 minutes

- First, Purell everyone's hands.
- Give each child an orange. Ask them to study it. Is it different or unusual in any way? Does it have any marks?
- Ask the children, "If we mixed up all these oranges in this big bowl, do you think you could find your own orange again?"
- Try the above.
- Invite the kids to share if or how they found their orange.
- Now, ask the kids to peel their orange. Invite them to put their orange in the big bowl and give the bowl a gentle toss.
- Can they find their orange now? Why not?

Wondering Together (snack on oranges while talking)

- Do people look different on the outside? What are some human features that can be different?
- Just because we look different on the outside, are we all very different on the inside? What are some things that are the same about people on the inside, no matter what beautiful shade of tan or brown or pink our skin is?

PRIMARY ACTIVITY TWO OUR OWN RAINBOW OF PEOPLE

🕒 10 minutes

- This is a serration activity. We'll be asking kids to put their bodies in order.
- Humanity is a beautiful rainbow of colors: our skin makes a rainbow, as do our eyes, our hair.
- What are the colors of the rainbow that we see in the sky? It's neat how each color flows into the next one...red into orange, blue into purple.
- Let's make ourselves into a people rainbow! Can you figure out how

to line us up like a rainbow, with one color close to the next? We can rainbow our skin or our hair or our eyes!

- After the group makes a line, encourage them to form an arc, like a rainbow.

Wondering Together

Ask questions like these during or after the process.

- Where can we line up people whose genes gave them light colored, pinkish skin? Or light colored hair!
- How about people whose ancestors passed on rich, warm browns to hair or skin or eyes?
- Where do we teachers and guides fit into our rainbow?
- Whose skin is closest to who else's? Do anyone's eyes match exactly?
- Does anyone have uniquely beautiful skin, different from other people who are in this room right now? They add to our rainbow! It's wonderful to have diversity in our church!
- What if we did this activity in the middle of summer? Where would we stand if we had a bright red sunburn or a warmer tan than we have now?

We can make a memory of this group of rainbow kids by taking a photo. Would you like to photograph our hands? Our eyes? Our hair? Our feet? How can we fit everyone into the photo and still get a good image of all the beautiful colors?

PRIMARY ACTIVITY THREE

THE PROOF IS IN THE PUDDING

🕒 10 minutes

- Show the kids a big bowl of butterscotch pudding, to which you've added plenty of food coloring to turn it a strange or unappealing color.
- Ask the kids if they think they'll like what's in the bowl? How do they know?
- Are there any foods that they've decided they don't like? Have they tasted them or just looked at them?
- Invite someone who feels like taking a little risk to taste the pudding. Have them share with the group how it tastes. Any other takers, now?

Wondering Together

- Who can tell us what a prejudice is? (Try asking 5/6 graders about the prefix 'pre-' and the root '-jud-')
- Did we just experience a prejudice about this food? Did you decide something about how you felt before you knew for sure?
- What are some other things about which we might form prejudices?
- How do you think most UU people feel about prejudice?
- How can prejudices hurt other people?
- How can prejudices hurt us, ourselves?
- How did our class overcome our prejudice about the stuff in the bowl?
- Can we help other people overcome their prejudices? How?

CLOSING AND LEAVE-TAKING

⌚ 2 minutes

Gather in a circle, take each other's hands and speak these words or something similarly hopeful from your own heart. Invite the kids to echo you every phrase or so:

We promise to see the rainbow of beauty in every human face.

We promise to honor every person's inherent worth and dignity.

We promise to work to weed out the prejudice in our own hearts and minds.

We promise to work to make the world more safe and fair for all.

We promise to see the rainbow of beauty in every human face.