



JOURNEY IN... YEAR TWO ON BEING HUMAN ART

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 the struggle against hurtful prejudices in ourselves and racism in our world..

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

- Queue up the video of All The Colors of the Earth being read
- In another tab, open the link to Pittsburgh Paints skin tone color chips with names
- In third and fourth tabs, queue up the video of Angélica Dass talking about Humanae

CHECK-IN

🕒 5-10 minutes

Allow one of the teachers to lead the group in a name game, an icebreaker, a get-to-know-you questions, or a simple ‘How are things?’ moment. Spend more time if the group seems eager to connect with each other. Light the chalice and say:

We light this chalice as a symbol of our faith, the light of truth, and the warmth of love.

COVENANT

🕒 3 minutes

Review the discussion of how the group wants to be together. Update the notes, if necessary. Save the covenant for future classes.

- Share this document on your screen, if you can.

PRIMARY ACTIVITY ONE CELEBRATING OUR COLORS

🕒 15 minutes

- One of the teachers will share their screen and play a video of a book, All The Colors of the Earth by Sheila Hamanaka, being read. Link: <https://www.youtube.com/watch?v=xmL93MAlmQ4>
- Ask the kids to think of a special name for their skin color. If anyone is stuck on a simple or negative word, try to draw them out with questions. A child that says their skin is the color of dirt could be asked “Do you think of the color of garden soil that is ready to plant? Or maybe the area at a soccer net where the grass is gone?”
- Show the children this page of named paint chips, if you want further inspiration for names. Above the top row of chips, you can click on 37, 38, 39, or 40 for more colors with special names. Link: https://www.materials-world.com/paint-colors/pittsburgh_paints/pittsburgh-paint-37.htm
- Ask kids to look at the back of their hands. What are some of the colors that you see? Is your skin all one shade? What about your eyes? Your hair? Can you count the number of colors inside and outside your body?
- When artists paint, they start with some basic colors and then mix the exact shade that they’re looking for. If we think of the Source of the Universe as a creative, even artistic force, then we see that the palette even just of humanity is dazzling in its variety.

PRIMARY ACTIVITY TWO USING COLOR TO FIGHT RACISM

🕒 15-20 minutes

- Angélica Dass is a photographer working on a long term project she calls Humanae. One teacher will share their screen and show the following video with her talking about her work and her motivation to do it. Link: <https://www.youtube.com/watch?v=ozAa3Nv4cDs>
- Go right to this next video where she talks about celebrating diversity and race being a social construction. Link: <https://www.youtube.com/watch?v=5t5HGdwfFkw>
- Ask the children to get out the paper and drawing tools (markers, pencils, or crayons) that parents were asked to have ready for class. Ask them to draw a self-portrait and to color in the parts that aren't their skin (hair, eyes, clothing).
- As kids draw, chat a little about the video. What do we know about people by looking at their faces? Do they know of other people that use art to make people think about race and racism? What other ways can people work to change the world? What is a "social construction?" What makes race a social construction?
- At the end of the time spent drawing, ask the kids to talk with their parents about completing this project. Parents will receive (during class time) an email from Michelle asking them to 1) follow a link to skin tone swatches and help the kids choose the swatch that is closest to their own skin color and 2) to email Michelle the number of that swatch and a scan or close up photo of the self-portrait. Over the next week, Michelle will put the self-portrait on a background the color of their skin and put together a slide show of the images, so that the kids will all be part of an art display like those that they saw in the video.

CLOSING AND LEAVE-TAKING

🕒 3 minutes

Share this page on one teacher's screen. Join hands in a circle (by having everyone hold their hands up at the edge of the view of their camera). Speak these words or something similarly hopeful from your own heart. Invite the kids to echo you after each phrase:

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 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.

Unlight the chalice, saying: though we extinguish the light of the chalice here, we know that the light of truth and the warmth of love go with us in our hearts.