



Objective:

I Can Understand race is a social construct by exploring different views on race.

Activities:

- Students will examine several social scenarios that will spark meaningful discussions
- Students will write a poem expressing how they see the world.

Materials:

- Print out of [How I See The World Worksheet](#)
- Pencils

Character Word: Confidence

This is why Confidence is so crucial:

- [Building a Child's Self-Confidence in a World of Racial Inequality.](#)

Confidence Tool kit: Some Songs:

- [Confidence SPOT Song Music Video for Kids](#)
- [33 POSITIVE AFFIRMATIONS FOR KIDS SELF ESTEEM](#)
- [Sesame Street: Will.i.am Sings "What I Am"](#)
- [QuaverEd: You-Nique](#)
- [10 Daily Positive Affirmations for Kids | Boost Your Child's Confidence and Self-Esteem](#)
- [Henry & Leslie \(A Children's Story About Confidence and Self-Love\) kids #bullying_podcast](#)
- [The Kid's Guide to Confidence](#)

Some confidence building games:

- [Banana Banana Meatball Song | Songs For Kids | Dance Along | GoNoodle](#)
- [Freeze Dance 2.0 | Please Don't Move | Virtual Recess | Freeze Song | PhonicsMan Freeze](#)

Lesson:



Review the character word of the month. Select an activity from the "Character Word" section to commence today's lesson. This lesson videos design to elicit constructive and open dialogue. Present the following videos:

1. [Race is a Social Construct](#) (Discussion questions are embedded in the video)
2. [Toddler has perfect response for cashier who questioned black doll](#)
 - a) If you were the toddler, what would you have said?
 - b) If you were the mother, how would you have responded?
3. [Mom's Twins Have 2 Different Skin Colors](#)
 - a) Ask students how they would react if they were one of the twins.
4. [Toni Morrison's Powerful Words On Racism](#)
 - a) Ask the students if they have ever seen/experience/witnessed any form of racism.
 - b) Follow-up question: How did this experience make you feel?

JAM Time:

Review JAM Strategies. *Hand class copies of [I look at the world by Langston Hughes | Poetry Magazine](#). Read the poem aloud. Have the children share their thoughts on its meaning. Allow the class time to create their own poem. Allow time for the children to share their poems and key takeaways.*