

Conversations on Race for Kids

Guidelines and Activities



Conversations on Race for Kids

by Dr. Randie S. Gottlieb

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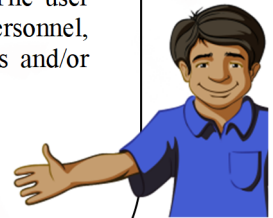
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Thank you!



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Conversations on Race for Kids

Introduction

Racial prejudice is one of the most vital and challenging issues confronting our nation today. It has been passed down for generations—learned from our families and friends, from our music and movies, and even from our religious communities and schools. Many young children already hold negative stereotypes of other racial and ethnic groups by the time they enter first grade. We cannot just ignore prejudice, pretend it doesn't exist, and hope it will go away. We need to begin early and address it directly in ways that our children can understand.

Research shows that the best way to reduce prejudice is through purposeful interaction among people from diverse groups. Parents and teachers can encourage children to work side-by-side with those from other backgrounds. We can serve as role models. We can give our children the tools and strategies needed to form healthy attitudes and relationships. We can plan specific activities that foster cooperation and understanding.

With all of the divisive influences in this world, it is important that we teach our children directly about the oneness of humanity, the value of diversity and the need for unity. Children need a safe environment where they can share their experiences, questions and concerns about race; discuss positive ways to respond to prejudice; and practice strategies for promoting unity.

This booklet is intended as a resource for parents and teachers when talking with children about race. Most of the activities have been adapted from our elementary school curriculum on *Teaching Unity*. While designed for ages 8-12, the activities can be adapted for older and younger children. Parents and teachers should select those activities that are most appropriate for their particular group.

We aren't responsible for the past and we can't *change* history, but together we can *make* history. In a world torn by injustice, hate and war, our families, classrooms and communities can become models of hope for the future.



For additional resources, visit our bookstore: www.unityworks.org. You can also join the conversation on [Facebook.com/TeachingUnity](https://www.facebook.com/TeachingUnity), and like the page to help spread the word.

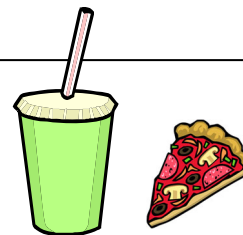
To the Organizers

Participants

These materials can be used with an existing children's class, or you might arrange a special gathering for your children and their friends. Try to include girls and boys from diverse racial and ethnic backgrounds. One community organized a series of discussions on race for children, with a simultaneous gathering on the same topic for their parents in the house next door.

Format

The meeting can be planned as a single session or an ongoing event, in person or online, depending on the activities you decide to include.



The meeting place should be warm and friendly so everyone feels welcome. As children arrive, greet them and give each a name tag if needed. Light refreshments, comfortable seating and background music can help to create the desired atmosphere.

If children don't yet know each other well, you can begin with brief introductions and a warm-up activity. If it is a large gathering, you may wish to break into smaller groups for the discussions. You can join one of the groups or walk around to check on how things are going. Call everyone back together at the end to share highlights, insights and any recommendations or next steps.



Group Discussions

During group discussions, all children should be encouraged to participate, not just the ones who speak first or loudest. A child who is silent can be asked, "Maria, what do you think about this?"

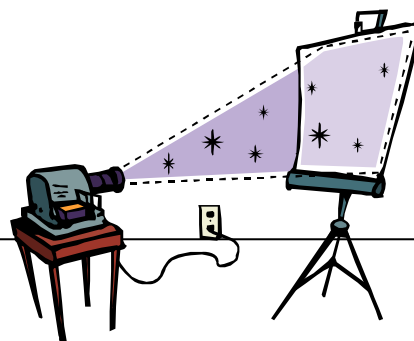
For a large group, you may wish to have them raise their hands rather than shouting out the answer. A simple comment like "I'm happy to see so many of you raising your hands quietly" will reinforce this idea. If children have been conversing in small groups, it may be useful to ring a bell or use another signal to bring them back together as a whole.

Expect the children to have differing perspectives on the same issue. We all bring different experiences to the table. As each piece is added to the puzzle, we are better able to see the complete picture. Encourage the children to listen respectfully, and do not allow them to laugh at or tease each other. The "spark of truth" comes from the "clash of differing opinions."

PowerPoint Programs

The activities which follow include four colorful PowerPoint programs developed for use with children. They can be used to introduce, supplement or reinforce the discussion themes. These PowerPoints are available for a modest fee, and may be downloaded from our online [Bookstore](#). They are also available for free to purchasers of our [Teaching Unity Toolkit](#).

PowerPoint #1: One Human Race
PowerPoint #2: Unity in Diversity
PowerPoint #3: The Colors We Are
PowerPoint #5: Overcoming Prejudice



Group Singing

Four songs about unity have been included at the end of this booklet. They can be used to start or end each session if desired. You may be familiar with additional songs related to the theme, and these can be included as well. The song sheet should be copied and given to all participants. If you play an instrument, you can bring it with you to accompany the singing and to keep the beat.



Song sheet	p. 25
One Planet, One People	p. 26
Good Neighbors	p. 27
What Mankind Has to Learn	p. 28
Hawaiian Unity Song	p. 29

Singing uplifts the spirit and connects the hearts. It is also an excellent tool for memorizing information and for teaching and reinforcing new ideas.

To start a sing-along session:

- Ask the children to take out their song sheets and to find the first song.
- Ask them what they think the song is about and explain it to them if necessary.
- Pronounce and define any difficult words.
- Play the song through once, encouraging those who know it to sing with you.
- If necessary, have children repeat each line in a speaking voice before trying to sing.
- Give the starting note and play or clap out the rhythm while everyone sings along.
- Practice several times before going on to the next song.

**What if all the children in the world
were born without prejudice?**



Image courtesy of ClipsAhoy.com



They are!

*Sample letter to children from the sponsoring institution or host family.
This letter can be modified to suite your needs, and can be
read aloud to the children at the start of the meeting if desired.*

To the Children

October 19

Dear young friends,

Thank you for coming to our Children's Conversation on Race. You will have a chance to share your personal stories and to consult with other kids about this important topic.



As you know, sometimes people are treated meanly or unfairly because of their race, their skin color, or other kinds of differences. Also, for many children and adults, race is not an easy thing to talk about. Some of us have been taught that it's wrong to even notice skin color. Or we're afraid that talking about it will make things worse. But how can we solve a problem if we can't even discuss it?

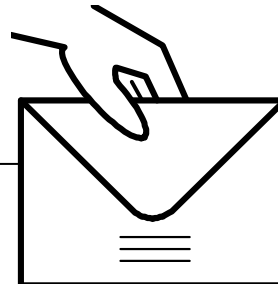
Our hope is that, as children, you can set a good example by treating all people with kindness and respect. You can help your friends, your families, your teachers, and others to understand that people are alike and different in many ways. But there is only one human race, and we all belong to it. You can help to break down some of the barriers between people and make a positive difference in this world.

We have some important learning and sharing to do, so let's get started. There are two rules we would like you to follow: Be honest and be courteous.*

We would love to learn about your conversations at this meeting. Please feel free to write to us, send us pictures of your activities, and tell us what you have learned.

With warmest greetings,

Unity Lane
Neighborhood Association



* **Note:** The organizers might stop here and ask the children to define honesty and courtesy, and to give examples—in order to ensure that they understand these basic discussion guidelines. The ground rules on the following page can be posted on the wall as a reminder during the conversations.

Courtesy

Honesty

Theme 1: Similarities and Differences

Activity #1: Link Ups

Materials: None needed

Time: 5-10 minutes

Instructions: This is an easy warm-up activity that quickly shows some of the things we have in common. Have the children stand side-by-side in a line, with one person (let's call her Keisha) standing at one end. She should say her name and one thing about herself, for example: *"My name is Keisha and I like to ride bikes."*

Another person who also likes to ride bikes, can then link arms with Keisha and say, *"This is Keisha and my name is Nabil. We both like to ride bikes, and I have a dog."*



If another child has a dog, he can link arms with Nabil and say, *"This is Nabil and my name is Marcus. We both have dogs, and I can speak Spanish."* If two people speak Spanish, choose one. If no one else speaks Spanish, Marcus has to think of something new.

In the same way, the remaining children link to the chain, one at a time, to form a long line. The last person in the line must find something in common with the first, then link arms with that person to form a complete circle.

At the end of the activity, each child knows they have something in common with at least two other people in the group. Making connections is what it's all about.

Activity #2: PowerPoint on One Human Race

Materials: [PowerPoint #1](#) explains that people are alike and different in many ways but there is only one human race. You will also need a laptop computer, and either a projector and screen, a TV with laptop cable or screen mirroring, or an online platform with screenshare capabilities (like Zoom) so you can show the PowerPoint.

Time: 15-20 minutes

Instructions: Tell the children that we are going to see a short presentation on unity. Unity doesn't mean sameness. It means respecting our differences and working together in harmony. It means knowing how to get along.



Show the PowerPoint and encourage discussion on the topics raised.
Sample questions are listed below:

- What is the difference between unity and sameness?
- How is the human race like a human body?
- In what ways are people connected to each other?
- How important is unity in the world today? Explain.
- What are some of the benefits of unity?
- Do you think the world is united now?
- Why do you think unity is so hard to achieve?



Activity #3: Similarities and Differences

Materials: Chart paper or white board with easel, markers and eraser

Time: 20-30 minutes

Instructions: Tell the children we will be discussing human similarities and differences. Then ask the following questions:

- Look around at the people in this room. Are we all exactly the same?
(We're alike in some ways and different in others.)
- Let's look at some of the similarities. How many things can you name that all humans have in common? Let's start with physical characteristics.
(Obviously barring an accident or medical condition.)

Write their answers on the board.

- Physical characteristics? *(bellybutton, eyes, nose, arms, legs, skin...)*
- Feelings? *(happiness, sadness, fear, anger, surprise, hope...)*
- Physical needs? *(air, water, food, shelter, clothing, sleep...)*
- Spiritual or emotional needs? *(faith, hope, love, justice, family, friends...)*
- Other commonalities? *(we all live on the same earth, breathe the same air, speak a language, have parents, talents, a body, a mind...)*

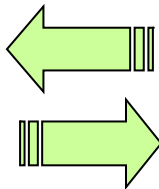


- Look around again. What are some of the differences? *(We all have noses, but they are different shapes. We all need to eat, but we like different foods....)*
- Let's look at some other similarities and differences:



Have all the children stand up in a tight group in the center of the room. Ask them to move left (all the way to one side of the room) if they are the oldest child in their family, or to move right (all the way to the other side) if they are not the oldest. (Adopted children can consider their biological or adoptive family.) Continue down the list below as appropriate.

Have children move to the left or right as you call out each characteristic:



- Oldest child in family
- Born in our town
- Under the age of ten
- Can do a cartwheel
- Have pierced ears
- Like pizza
- Have a pet
- Like to do art
- Like to sing or dance
- Like to play sports
- Can multiply 12 x 12
- Speak more than one language
- Have been to another country
- Belong to the human race

You can modify this list to suit the children in your group. If there is no room to move back and forth, take them outside or have them stand up and sit down, or raise their hands instead.

When finished, have children return to their seats and ask what we can learn from this demonstration. (*We are alike and different in many ways.*)

Let children know that it's good to have similarities and differences. We're all human, but no one in the world is exactly like you!



Activity #4: PowerPoint on Unity in Diversity

Materials: [PowerPoint #2](#) on Unity in Diversity—which compares the members of our human family to the flowers of a garden. You will also need a laptop, and either a projector and screen, a TV with laptop cable or screen mirroring, or an online platform with screenshare capabilities (like Zoom) so you can show the PowerPoint.

Time: 15-30 minutes

Instructions: Tell the children that we are going to see a short, colorful presentation on unity in diversity, that explains why diversity is so important.

Show the PowerPoint and encourage discussion on the topics raised.

Sample questions are listed below:

- How are people like the flowers of a garden?
- Why is diversity important? Give some examples.
- What is the difference between unity and sameness?
- What does “unity in diversity” mean?
- Give some concrete examples of unity in diversity.



Theme 2: Skin Color

Activity #1: Hopes, Questions and Concerns

Materials: Chart paper or white board with easel, markers and eraser

Time: 20-30 minutes

Instructions: Write *Skin Color: Hopes, Questions, Concerns* on the board. Then ask everyone to walk around and find one or two others with the same length of hair. They should end up in pairs or trios based on hair length: short, medium or long. (It doesn't have to be an exact match.)

Give these small groups about five minutes to share their hopes, questions and concerns about human skin colors.

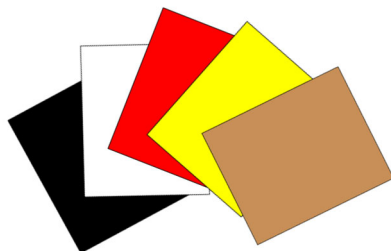
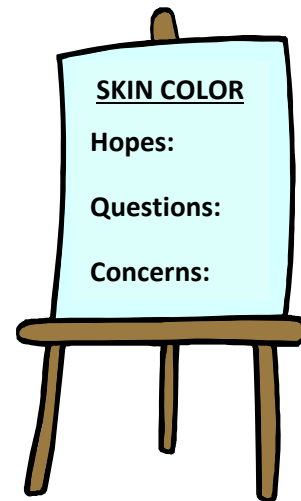
Then repeat this process by forming new groups based on shirt colors. Ask them to share their hopes, questions and concerns again.

Repeat the process a third time, regrouping by shoe type, birth month, or any other criteria of your choice.

With each new grouping, participants will have a chance to consider the thoughts of others along with an opportunity to refine and better express their own thoughts.

After the third round, call everyone together and ask individuals to share some of those hopes, questions and concerns. There is no need for them to identify who said what. It's better to just get the ideas out in the open.

As the facilitator, you should capture those thoughts by summarizing them and making brief notes on the board so everyone feels heard. This will also let the children know which issues are important to the others in the group. If you don't understand something, ask questions to clarify.



Activity #2: PowerPoint on Skin Color

Materials: [PowerPoint #3](#) on The Colors We Are—which explains why we have different skin colors. You will also need a laptop and a way to project or screenshare the PowerPoint.

Time: 15-20 minutes

Instructions: Tell the children that we will watch a short presentation on why people have different skin colors. Skin color is one of the most visible differences among human beings.

Show the PowerPoint and encourage discussion on the topics raised.

Sample questions are listed below:

- How many human races are there? What is it called?
- Why do some people think we are different races?
- Are people really black, white, red and yellow?
- What is melanin and why is it important?
- How do we get our skin color?



Activity #3: Online Videos

Materials: Internet access and a screen large enough for everyone in the group to see

Time: 10-15 minutes

Instructions: Show one of the following videos, both of which feature actress Lupita Nyong'o talking about skin color. The first is more appropriate for younger children. After showing the video, ask children to summarize the message and to share their own thoughts.

A. [Sesame Street video](#) (2 min.). The message is: however ticklish or smooth or whatever color, be sure to love the skin you're in: < www.youtube.com/watch?v=xIC2hHECZ6Y >.

B. [Lupita's speech on Black beauty](#) (5 min.): < www.youtube.com/watch?v=ZPCkfARH2eE >.

Activity #4: Hooray for Skin

Materials: A copy of the poem "Hooray for Skin" for each child (see next page)

Time: 5-10 minutes

Instructions: Read the poem aloud while the children follow along. Ask what they think the poem means. If desired, the poem can be read again with a different child reading each verse. The group can also read the entire poem in unison.



HOORAY FOR SKIN

by Susan Engle

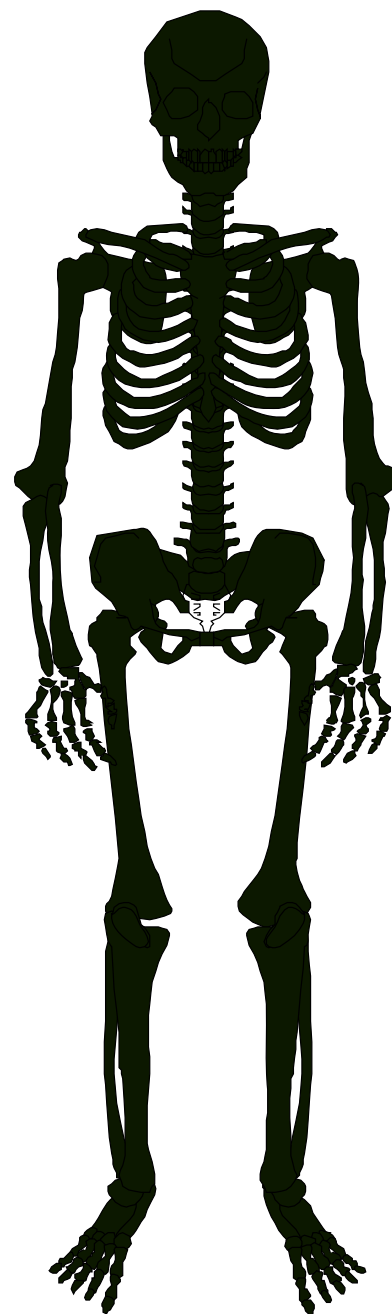
Rejoice and celebrate the skin
That keeps the veins and muscles in,
That keeps the cold and germies out.
That is what skin is all about.

Suppose that when you got your skin,
You found the skin side outside-in.
So when you talk to Mrs. Jones,
Your eyes meet over fat and bones,
And tissues, blue and white and red,
That stretch from toe to hand to head.
It makes me glad to have a skin
To keep the outside boneside-in.

Now there are folks who would be mad
If our insides were all they had
To tell all kinds of folks apart.
Maybe they'd learn to read the heart
Instead of judging from a hue
If one man's false and one man's true.

Let's all join hands and feast our eyes
On skins of every shape and size,
Of every tone of gold or white,
Of luscious black, of dark or light,
Of every shade that folks come in.
Rejoice and celebrate the skin.

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Theme 3: Personal Stories

Activity: Personal Stories

Materials: Handout on next page with pen and clipboard for group facilitators (optional)

Time: 45-60 minutes

Instructions: Divide the children into groups of three to discuss the questions below. Youth or other adults can be asked to work with these small groups to facilitate the discussion.

Explain that we are going to share some personal stories about what it feels like when someone is treating you meanly or unfairly, or is prejudiced against you—especially with regard to race. Prejudice means not liking people before you even get to know them.

Ask the children:

- A. How does it feel when someone is prejudiced against you or isn't treating you nicely?
- B. Tell about a time when you, or someone you know, was teased, bullied, treated unfairly or left out—with regard to race or for some other reason. (3-5 min. each)
 - What happened?
 - How did you feel, and how do you think the other person felt?
 - What would have helped in that situation?

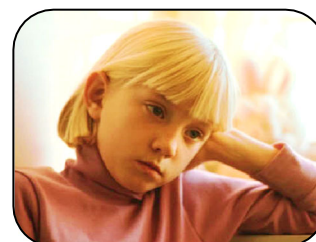
Allow about five minutes for each story, and let the groups know when it is time for the next person to speak. Walk around the room to observe the discussions and make sure everyone who wants to, has a chance to participate.

Remind the children to listen without interruption or judgment. The goal is to understand another person's experiences and feelings. Some of these stories might be sad or painful, so be prepared in case there are a few tears. Tell the children not to share anything that should remain private.

If a group is slow to get started, the following questions might provide some food for thought:

- *When did you first notice that people were treated differently because of race?*
- *What happened and what do you think those involved should have done?*
- *Has something like this ever happened to you or someone you know?*

After each child has had a chance to speak, ask the groups to prepare a short summary of their experiences. Then bring everyone back together, thank them for sharing, and ask for any highlights or insights from this activity. If time allows, you can ask several of the small groups to select one story (with that person's permission) to share with the larger gathering.

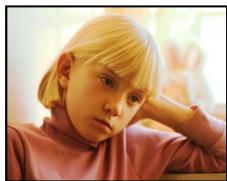


Personal Stories

Gather your small group and find a quiet place. You will have about 15 minutes to work. Your job is to ask the questions below and encourage the children to share their thoughts and experiences. Do not require them to speak but make sure everyone who wants to has an opportunity. Be prepared in case there are a few tears.

Do not allow the children to laugh at or tease each other. Take notes below. Prepare the group to share a brief summary of their thoughts, and if time allows, ask your group to select one story (with that person's permission) to share with the larger gathering.

Explain that we are going to share some personal stories about what it **feels** like when someone is treating you meanly or unfairly, or is prejudiced against you—especially with regard to race. Your story can also be about another aspect of diversity.



When one person in our group is speaking, the others should listen respectfully and try to understand what happened, even if we don't agree with it. The goal is to understand another person's feelings and experience.

- A. How does it feel when someone is prejudiced against you or isn't treating you nicely?
- B. Tell about a time when you, or someone you know, was teased, bullied, treated unfairly or left out—with regard to race or for some other reason. Who would like to go first? (3-5 min. each)

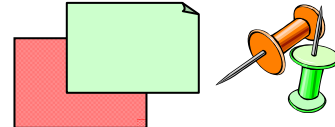
	Child 1	Child 2	Child 3
What happened?			
How did you feel?			
How do you think the other person felt?			
What would have helped in that situation?			

Theme 4: Overcoming Prejudice

Activity #1: Bridges and Barriers

Materials:

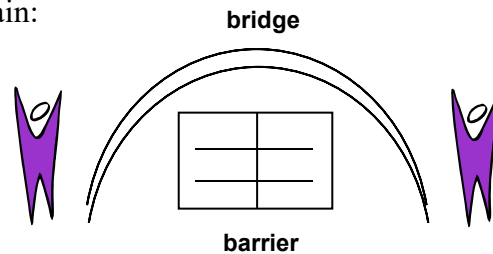
- Chart paper or white board with easel, markers and eraser
- One red and one green 3x5 card for each child (or two other colors)
- Blank wall or large bulletin board on which to attach the cards
- Black markers (one for every two children)
- Painter's tape or pushpins for posting the cards



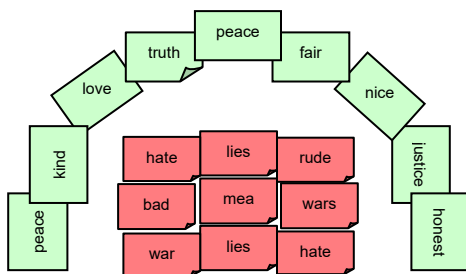
Time: 15-20 minutes

Instructions: Draw on the whiteboard as you explain:

Sometimes our words and actions can be **barriers** to unity—like walls keeping people apart. And sometimes our words and actions can be like **bridges** of understanding—bonds connecting people's hearts.



- Give each child a red card and a green card. Explain that red means **stop** and it represents a brick in the wall. Green means **go** and represents a piece of the bridge.
- On the red cards, ask children to write one thing that is a barrier to unity (backbiting, name calling, lying, prejudice, disrespect, criticizing, frowning, sarcasm, blaming, etc.). They should print legibly using large letters. Have them first check with their neighbors to be sure they are not all writing the same words. Offer to assist with spelling as necessary.
- On the green cards, have children write one thing that builds bridges between people (honesty, kindness, cooperation, sharing, helpfulness, fairness, service, love, listening, friendliness, patience, telling the truth, keeping your promises, etc.).



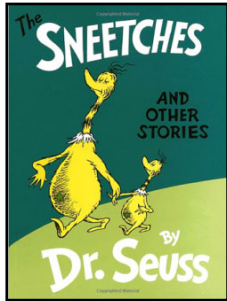
- Help children tape their barrier words onto the classroom wall in the shape of a brick wall. (See illustration at left.)
- Next, have them tape their bridge words in an arc passing over the barrier wall.
- Call on two volunteers to read the cards out loud. Then invite children to share any thoughts they might have.

Activity #2: The Sneetches*

Materials: One copy of “The Sneetches” poem excerpt for each child (see next page)

This classic Dr. Seuss story is about prejudice and discrimination. Sneetches are yellow bird-like cartoon creatures. Some of them have green stars on their bellies, while others do not. The stars become a symbol of privilege and an excuse to discriminate. In the end, the stars no longer matter, and all of the Sneetches become friends.

Time: 20-40 minutes

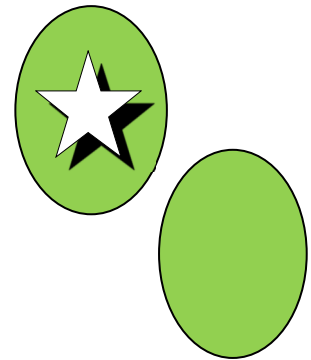


Instructions: Distribute the handout and tell the children that we are going to read a poem about prejudice—which is one of the barriers to unity. You can also show them a picture by Googling *sneetches images*.

Then read the poem out loud with feeling while the children follow along. Explain that words like “thars” are used instead of “theirs” for humor and to maintain the rhyme.

After sharing the story, ask the children:

- How were the Star-Belly Sneetches acting? (*Rude, mean, prejudiced.*)
- Why were they acting that way? (*They had stars on their bellies, and thought this made them better than everyone else.*)
- How is this an example of prejudice?
(*They didn’t like the Sneetches without stars, even before they got to know them.*)
- If you could talk with them, what would you like to say to the Star-Belly Sneetches?
To the Plain-Belly Sneetches?



* **Note:** There has been some recent controversy over several racially stereotypical illustrations in six of the early Dr. Seuss books—which have since been removed from publication. Later in life, the author’s understanding evolved, and his subsequent stories (including *The Sneetches*) directly point out the fallacy of racial superiority, the wrongness of prejudice and discrimination, and the value of inclusion.

After careful consideration, it was decided to keep *The Sneetches* in this lesson plan, as an example not only of how cartoon characters can “see the light” and have a change of heart, but people can too.

The Sneetches

Excerpt from *The Sneetches and Other Stories* by Dr. Seuss.

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Now the Star-Belly Sneetches
Had bellies with stars.
The Plain-Belly Sneetches
Had none upon thars.

Those stars weren't so big
They were really so small.
You might think such a thing
Wouldn't matter at all.

But because they had stars
All the Star-Belly Sneetches
Would brag, "We're the best kind
Of Sneetches on beaches."

With their snoots in the air,
They would sniff and they'd snort
"We'll have nothing to do with
The Plain-Belly sort!"

And whenever they met some
When they were out walking,
They'd hike right on past them
Without even talking....

When the Star-Belly Sneetches
Had frankfurter roasts
Or picnics or parties
Or marshmallow toasts,

They never invited
The Plain-Belly Sneetches.
They left them out cold
In the dark on the beaches.

They kept them away.
Never let them come near.
And that's how they treated them
Year after year...



For a 5-minute reading of the full book, go to: < www.youtube.com > and type
"sneetches mr. c" in the search box, or visit: www.youtube.com/watch?v=s_V6knB0IA4

Activity #3: PowerPoint on Prejudice

Materials: [PowerPoint #5](#) on Overcoming Prejudice includes a simple definition of prejudice with concrete examples, suggestions on ways to overcome prejudice, and discussion questions to encourage deeper thinking. In addition, the program serves as a review of previous topics. You will also need a laptop and a way to project or screenshare the PowerPoint.

Time: 40-60 minutes

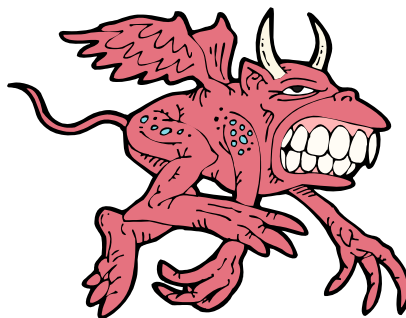
Instructions: Tell the children that we are going to see a presentation about prejudice and how to get rid of it. The PowerPoint will also serve as a review for some of the questions we have already talked about.

Show the PowerPoint, which includes the following discussion questions:

- Can you give some examples of what a person with prejudice might say or do?
- How do you think people feel when others treat them with prejudice?
- How do *you* feel when someone is prejudiced against you or isn't treating you fairly?
- How can you meet and get to know people who are different from yourself?
- How can you find out what you have in common with someone you just met?
- How do *you* make friends? What are some other good ways to make friends?
- How can you avoid judging others, especially if they've done something you don't agree with?
- Give some concrete examples of ways to treat other people with kindness and respect.
- Can you think of a situation where you might need to stand up for someone else?
Describe the situation and explain what specific things you could do.

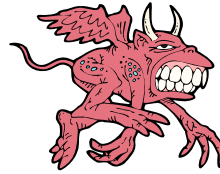
Note: Tell the children not to use swear words, and if they wish to share negative examples from their own experience, ask them not to name the individuals involved.

*If desired, as a follow-up to the slide show on Prejudice,
you can encourage additional discussion on this topic.
See the following page for ideas.*



Activity #4: Discussion on Prejudice

Materials: Handout with sample discussion questions and white board or chart paper with markers and eraser



Time: 30-45 minutes

Instructions: Ask children if they would like to continue the discussion on prejudice. If yes, they can be asked to work first in pairs, then in teams of four, and finally to share their thoughts with the entire group.

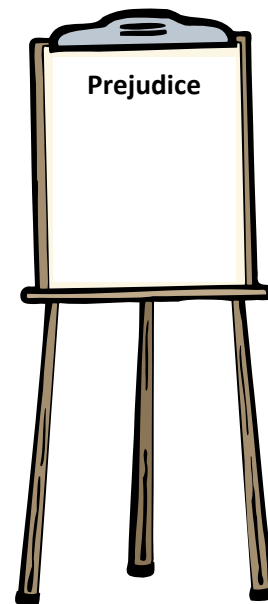
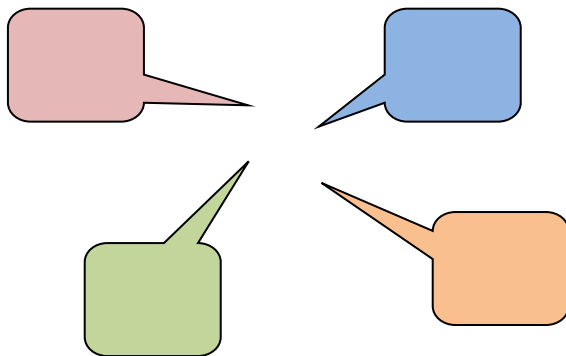
Begin by asking them to find a partner. With an odd number of children, one group will have three. Next, distribute the handout and read the questions out loud. Ask the children to find a quiet place and give them 10-15 minutes to work.

When ready, have them join with another pair and consider the same questions. Walk around the room to observe the discussions and make sure everyone has a chance to participate.

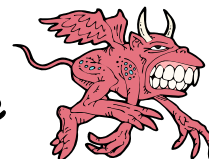
At the end, bring everyone back together to share their thoughts. If desired, you can take brief notes on the board.

Sample questions are listed below and on the following page:

1. How is prejudice like a contagious disease?
2. What are some of the results of prejudice in this world?
3. How is prejudice a barrier to unity?
4. Why do you think some people are prejudiced against others?
5. How do you think people feel when *they* are prejudiced?
6. Where does prejudice come from and how do we learn it?
7. What are your ideas for getting rid of prejudice?



Discussion Questions on Prejudice



Consider the following questions about prejudice and take notes below if you wish. You can also make up your own questions.

1. How is prejudice like a contagious disease?
2. What are some of the results of prejudice in this world?
3. How is prejudice a barrier to unity?
4. Why do you think some people are prejudiced against others?
5. How do you think people feel when *they* are prejudiced?
6. Where does prejudice come from and how do we learn it?
7. What are your ideas for getting rid of prejudice?

SONG SHEET

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One Planet, One People

(Echo song by Sandee English)

**One planet, one people,
We all live together.
One planet, one people, please.**



All the world is full of people,
And our hearts all beat as one.
Though we're different from each other,
We're illumined by the rays of just one sun.

(chorus)

We are flowers of one garden,
We are leaves of just one tree.
Though we're different from each other,
We're illumined by the light of unity.

(chorus)

What Mankind Has to Learn

(by Creadell Haley)

There's only one race
of people on the earth,
But man did divide it and so...
There's a Black race, a White race,
What mankind has to learn,
Is that there's only one race to know.



Earth was one country
back when it all began,
But man did divide it and so...
There's a China, a Turkey,
What mankind has to learn,
Is that Earth is one country to know.

There's only oneness
throughout the universe,
But man won't believe it and so...
He divides and multiplies it,
Oh won't he ever learn,
That there's only oneness to know.

Good Neighbors

(by Dick Grover)



**Good neighbors come in all colors,
Black, red, yellow and tan.
Our outsides may look different,
But we're the family of Woman and Man.**

When my doorbell starts to ring,
I can't see the ringer's skin.
Even if he had bright blue skin,
I'd welcome him right in. (chorus)

When my neighbor starts to cry,
That hurts him and that hurts I.
Even if he had orange eyes,
It hurts him when he cries. (chorus)

When my neighbor starts to share,
Joy and happiness everywhere,
Even if she had purple hair,
I wouldn't even care. (chorus)

Hawaiian Unity Song

(Echo song; composer unknown)

We are drops of one ocean,
We are waves of one sea...



**Come and join us...
In our quest for unity,
It's a way of life for you and me.**

We are flowers of one garden.
We are leaves of one tree... (chorus)

Black and white, red and yellow,
Lovely colors of humanity... (chorus)

All the earth is one country,
We are one family... (chorus)

We are drops of one ocean,
We are waves of one sea... (chorus)

One Planet, One People, Please

Sandee English
Used with permission

Chorus: D G A D

One pla-net, one peo-ple, we all live to-ge-ther;

D G A D Fine

One pla-net, one peo-ple please.

D A

1. All the world (echo) is full of peo-ple, (echo)
2. We are flow-ers (echo) of one gar-den, (echo)

A D

And our hearts (echo) all beat as one. (echo)
We are leaves (echo) of just one tree. (echo)

D G

Though we're dif-ferent (echo) from each o-ther, (echo)
Though we're dif-ferent (echo) from each o-ther, (echo)

A D D.C. al Fine

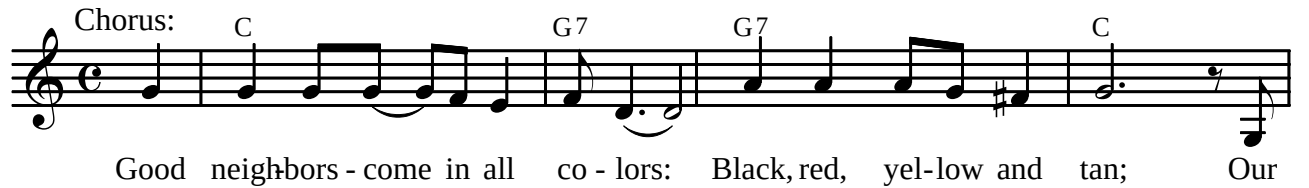
We're il-lu-mined by the rays of just one sun.
We're il-lu-mined by the light of u-ni-ty.

[Note: The chorus is sung in unison. The verses begin with the leader singing a phrase which is echoed by the group, until the last line of each verse which is sung in unison.]

Good Neighbors

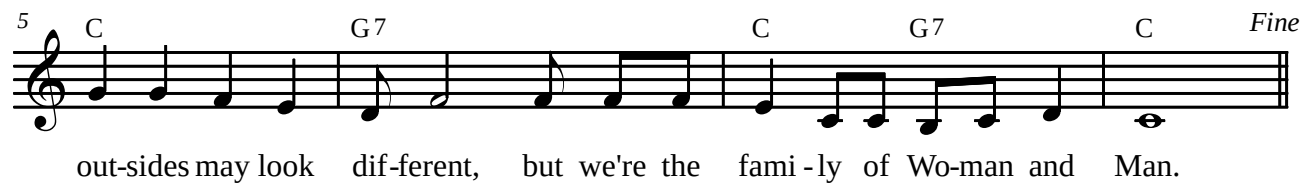
Dick Grover
Used with permission

Chorus: C G7 G7 C



Good neighbors - come in all co - lours: Black, red, yel-low and tan; Our

5 C G7 C G7 C Fine



out-sides may look dif-ferent, but we're the fami-ly of Wo-man and Man.

C G7 G7 C



1. When my door-bell starts to ring, — I can't see the ring-er's skin; —
2. When my neigh-bor starts to cry, — that hurts him and that hurts I; —
3. When my neigh-bor starts to share, — joy and happi-ness ev' - ry where, —

13 C F C G7 C D.C. al Fine



Ev-en if he had bright blue skin, I'd wel - come him right in. 'Cause
Ev-en if he had or - ange eyes, it hurts him when he cries. 'Cause
Ev-en if she had pur - ple hair, I would - n't ev - en care. 'Cause

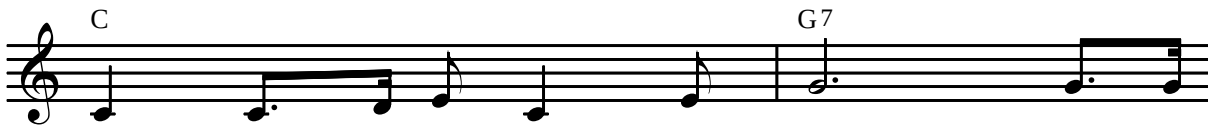
What Mankind Has to Learn

Creadell Haley

Modified for use with school children



1. There's on - ly one race, of peo - ple on the earth, But
2. Earth was one coun - try, back when it all be - gan, But
3. There's on - ly one - ness through - out the un - ni - verse, But



man did di - vide it, and so... There's a
man did di - vide it, and so... There's a
man won't be - lieve it, and so... He di -



Black race, a White race, What man - kind has to learn, is that
Chi - na, a Tur - key, What man - kind has to learn, is that
vides and multi - plies it, Oh, won't he e - ver learn, that -

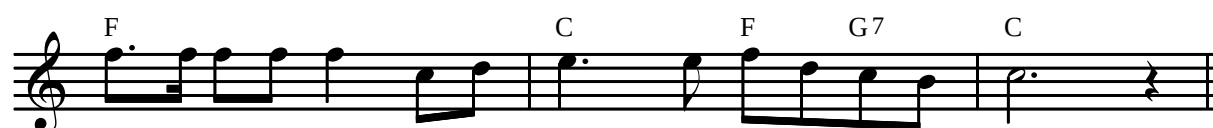


there's on - ly one race to know.
Earth is one coun - try to know.
there's on - ly one - ness to know.

Hawaiian Unity Song

(Echo Song)

Composer unknown
From Building Bridges songbook
Used with permission



CHORUS (together):

In our quest for unity.

It's a way of life for you and me.

2. We are flowers of one garden,
We are leaves of one tree.
Come and join us... (chorus)
3. Black and white, red and yellow,
Lovely colors of humanity.
Come and join us... (chorus)
4. All the earth is one country,
We are one family.
Come and join us... (chorus)
5. We are drops of one ocean,
We are waves of one sea.
Come and join us... (chorus)

Takeaways

Materials: None needed

Time: 10-15 minutes

Instructions: After completing these conversations on race, gather the children in a circle and ask each to briefly share what they will take with them from this experience. It may be a new understanding, a change of heart, a specific plan of action, a more hopeful attitude or perhaps a new friend.

We hope that, as the facilitator, you will share your own takeaways with the group as well, and that your efforts will inspire others as they address this most vital and challenging issue. We look forward to hearing about your experiences! Feel free to send your stories and photographs to:

< info@unityworks.org >

The following page can also be copied and given to the children's teachers and families.



From one of our Children's Retreats in Yakima, WA on One Human Race

Conversations on Race for Kids

To Parents and Teachers from the Author

We hope your children have enjoyed this series of Conversations on Race for Kids. They have had an opportunity to learn about human diversity, to share their experiences and questions about race and skin color, and to discuss positive ways to respond to prejudice and promote unity.

We encourage you to continue the conversation. Most of these activities were adapted from our easy-to-use curriculum guide on [Teaching Unity](#) which has over 300 pages of hands-on learning activities including music, arts and crafts, felt lessons, puzzles, readings, worksheets, group discussions, demonstrations, research projects, skits and outdoor games. The activities are designed for ages 8-12, and can be adapted for older and younger children as well.

The Teaching Unity book is part of a toolkit that includes copy-ready student handouts, five colorful PowerPoint programs, downloadable photos of our global human family, and plans for organizing a children's performance and a week-long Unity Camp. The lessons are ideal for academic classes, after-school clubs, scout troops, homeschoolers, Saturday or Sunday schools, weekend retreats and summer camps. We hope these materials will assist your efforts to promote racial healing, justice and unity.

~Randie Gottlieb

"A treasure trove of activities. I highly recommend it."

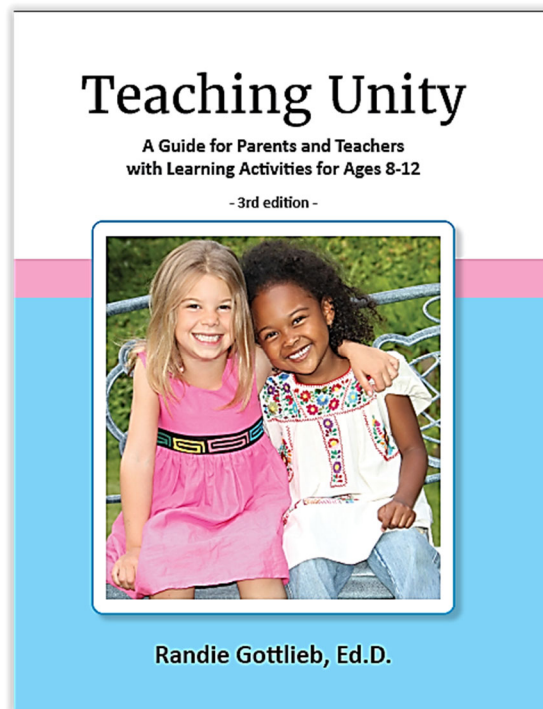
Elizabeth Bowen, M.D.

"This book is a must for every classroom and home."

Steve Myers
Superintendent, ESD 105

"Teaching Unity clearly hits its mark."

Dr. Cynthia Rekdal
Executive Director,
WA State Association for
Multicultural Education



"This book should be adopted throughout the United States."

Judge Dorothy W. Nelson
U.S. Federal Appeals Court

"How amazing these lessons are!"

Dr. Susan Walker, Teacher
Seattle, Washington

"Not optional learning, but the very path of human destiny."

James Williams
Former Exec. Producer
"The World Today"

Each generation brings a fresh opportunity to renew the world.