

Religious Education News

Cindy Wakeland – Director of Religious Education

Summer RE Classes

July 30	The Clever Boy and the Terrible, Dangerous Animal (Theme: Facing our Fears)
August 6	Rabbit Foot (Theme: Peacemaking)
August 13	Papalotzin and the Monarchs (Theme: Breaking Down Walls)
August 20	Lead Worship Service: <u>Folktales, Lessons & Music Oh My!</u>
August 27	All children stay in worship for a Multigenerational service with our new minister and a Water Communion Celebration

I have been doing a lot of reading this summer for pleasure as I delve into my no-think mysteries about Stephanie Plum the bounty hunter, Ten ways to be the best teacher as I plan for Teacher Team Building on August 19 or Uprooting Racism as I read for credentialing. All of which open my eyes to new worlds and opportunities. Seeing the world differently and thinking of new ways to approach the classroom keeps me open to action I must take to make my job and self better.

The following guidelines are offered for teachers, parents and adults who read with younger children, as well as to guide older children in ways of evaluating everyday literature and media. (Taken from the Road Map by Cindy Leitner, 2016)

1. **Check the illustrations for stereotypes.** A stereotype is an over-simplified generalization about a particular group, race, or sex, which usually carries derogatory implications. Check for tokenism, are racial minorities characters in illustrations look just like whites except for being tinted or colored in? What roles are depicted in the characters, are the minorities in passive roles?
2. **Check out the liberation movements.** What is the role of women? Are the achievements of girls/women based on their own initiative and intelligence, or are they due to their good looks or to their relationships boys/men? Is the standard of success based on the standards of the dominant “white” society?
3. Look at the lifestyles. Are minority persons and their setting depicted in such a way that they contrast unfavorably with the unstated norm of white middle-class suburbia? Are negative judgments values implied?
4. **Weigh the relationships between the people.** Do the whites in the story possess the power, take the leadership, and make the important decisions? Do racial minorities and females of all races function in

essentially supporting roles? How are family relationships depicted? In black families, is the mother always dominant? In Hispanic families, are there always lots of children?

5. **Look at the copyright.** Books on minority themes—usually hastily conceived—suddenly began appearing in mid-1960s. There followed a growing number of “minority experience “ books to meet the new market demand, but most of these were still written by white authors, edited by white authors, and published by white publishers. They therefore reflected a white point of view. Not until the 1970s did the children’s book world begin even remotely to reflect the realities of multiracial society. Non-sexist books, with rare exceptions, were not published before 1973. The copyright date is only the year the book published. It sometimes takes two years to publish a book. This time lag meant very little in the past, but in a time of rapid change and changing consciousness, when children’s book publishing is attempting to be relevant, it is becoming increasingly significant.
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THE RELIGIOUS EDUCATION COMMITTEE INVITES YOU TO

A POTLUCK LUNCH

SUNDAY, SEPTEMBER 17, 2017

11:15 A.M. - 12:30 P.M.

GOOD FOOD, GOOD FRIENDS, GOOD CONVERSATION

CENTERED AROUND FAMILY TABLE TALKS ABOUT RACIAL JUSTICE ACTION

JOIN US FOR AN OPPORTUNITY TO SAY “STAND BY ME”