

Tuesday-Diversity and Globalism

Content/Goal

Students will:

- ★ Understand that different people do different things and have different feelings.
- ★ Understand that having different kinds of people in our community helps communities thrive and that everyone needs to feel safe.
- ★ Understand that they should be considerate of different people all over the world, and think about ways to keep things equitable everywhere.

Standards

2A.2b. Describe the expressed feelings and perspectives of others.

Materials

- [Slide deck](#) (English)
- [Slide Deck](#) (Spanish)
- [Cultural Iceberg Blank](#)
- [Cultural Iceberg](#)
- [Culture Activity: Communication Styles](#)
- [Communication Cards](#)

Vocabulary

- Diversity
- Globalism
- Culture

Learning Plan

The Black Lives Matter Movement guiding principles we are focusing on today are Diversity and Globalism. The Diversity guiding principle teaches us the different people do different things and have different feelings. It's important that we understand our differences because it allows us to help everyone feel safe.

When I hear the word Globalism, I immediately think of the word globe which means the world. The Globalism principle challenges us to think about all the different people all over the world while thinking about the ways to keep things fair (equitable) everywhere.

Ask the following:

- What is culture? (Culture refers to a group or community which shares common experiences that shape the way its members understand the world. More

specifically, it includes groups that we are born into such as race, gender, class or religion. It can also include a group we join or become part of.)

- Why is culture important? (It shapes how we see ourselves, the world, and others)

Display [blank image of iceberg](#). Prompt students to think about what they notice from looking at the image of the iceberg. Provide time for students to share out their thinking.

As a class, define culture. Encourage students to think about parts of their culture that are visible (ex: language, food, holiday customs) vs. parts of their culture that are invisible (ex: values, religious beliefs, gender roles)

Next, display the Cultural Iceberg chart. Explain to students that culture is like an iceberg. There are parts of their culture that are visible and that are other parts of their culture that are invisible.

After completing the Cultural Iceberg activity, explain to students that they'll be engaging in a communication activity that helps them understand differences across cultures. Here's the link to the [Diversity and Globalism Activity](#).

Understanding Different Forms of Communication Across Cultures

Directions: Divide your class into four different groups (Red, Purple, Green, and Blue).

Each group will receive a [set of communication rules](#). The **only** rule is that they can't talk to ANYONE about the instructions on their card.

After you pass out the communication cards, give students time to become familiar with the instructions on the card. Prompt students to move from person to person, making sure to interact with those from other groups. To ensure student participation, teacher participation is encouraged.

- Modifications:
 - Due to COVID-19, rather than having students move from person to person, have students sit at their desks and share something about themselves using the communication rules.
 - Remote Learning: Send groups into breakout rooms and have them practice their communication cards. Once students return to the main room, have a few students from each group share something about themselves using the communication rules.

Debrief activity: Make four columns on the whiteboard/Jamboard and label them **Red, Purple, Green, and Blue**. During this time, students will debrief about the activity.

★ Example: For **Purple**, ask the other three groups:

- 1. What it was like to interact with the people in the Purple group
- 2. How they felt when they interacted with the people in the Purple group

Write their responses under the **Purple** column. Repeat for the other three groups. After you have four fairly long lists, take a marker and make a mark next to every negative comment made about the group.

Explain to students that all of the communication rules used in the activity are real forms of communication in different cultures that we interact with every day; and that we tend to view something different as negative, which is why there are so many negative responses on the board.

Reflection/Circle Question(s) + Taking Action

In pairs/quads/whole group, discuss and/or journal the following:

- Describe your personal reaction (feelings, thoughts) to the role-playing exercise
- What did you learn about yourself and your communication style while participating in this activity?
- What did you learn about others (or specific cultures) when participating in this activity?

Exit Slip/Project/Performance

Have students jot down something they've learned and add it to the class KWL Chart.

Follow Up Activity (optional): [Julie Moves to the United States](#)

Parent Resources - Questions to send home

[Homework](#)

[Homework SPANISH](#)