

Thursday-Intergenerational, Black families and Black villages

Content/Goal

Students will:

- ★ Understand the importance of having spaces where people of different ages can come together and learn from each other.
- ★ Understand that there are lots of different kinds of families; what make a family is that it's people who take care of each other. Those people might be related, or maybe they choose to be "family" and to take care of each other. Sometimes, when it's lots of people and families together, it can be called a village.
- ★ Understand it's important to make sure that all kinds of families feel welcome.

Materials

[Individualism vs Collectivism survey](#)

Documentary clip: [Grooming a Generation](#)

(1:08-9:50)

[Slides](#)

Vocabulary

Individualism

Collectivism

Learning Plan

Before starting the lesson:

Have students complete this [survey](#). You may need to read each statement out loud and will need to help students understand how to tally their scores. Do not explain what their scores mean yet although they may gather a sense of the purpose from the directions. The meaning of individualism and collectivism will be discussed during the lesson. Ask them to add up the totals for the odd statements (i.e statements 1, 3, 5 ect..). Then add up the totals for the even statements and write those totals at the bottom of the sheet.

Teaching Point

Today we are going to explore the guiding principles Intergenerational, Black Families, and Black Villages.

Read the story of Ubuntu (Slides 6-18) to students and ask students to consider the questions at the end.

Tell students: In many cultures and families, people work together as a collective village that takes care of each other like the children in the Ubuntu story. In cultures that

strongly value the **collective village**, the success of one person depends on the success of everybody; people are all connected to each other. This idea is called **collectivism**.

The opposite of collectivism is **individualism**. Individualism celebrates independence and individual achievement. If one of the children in the story ran the race to win all of the candy, that would have been individualism. One way of thinking is not better than another and today we will talk about how to leave space for both.

Have students co-create a list of school activities and behaviors that are more individualistic and more collectivist on a T-Chart. You may choose to do this one Jamboard or another digital tool to have students collaborate.

- How do these ideas show up in our school culture? When do we see clear winners and when does the success of one person depend on the success of everybody?

Sample responses:

Individualism	Collectivism
Being done first	Sharing strategies for how you finished your work
Focusing on your own behavior	Working together to solve a problem
Having the highest score	Creating classroom norms together and agreeing to follow them together
Winning the spelling bee/science fair	Playing team sports in P.E

Display the African proverbs:

"If you want to go fast, go alone; but if you want to go far, go together."

"It takes a village to raise a child."

"I am because we are."

And the U.S sayings:

"Good things come to those who work hard."

"Pull yourself up by your bootstraps."

"Worry about yourself."

Ask students to consider what they notice and wonder about these sayings.

Explain that today's guiding principles are **Intergenerational**, **Black Villages**, and **Black Families**. All of these principals have to do with the idea of collectivism because they focus on how important it is for communities (villages, families, generations) to work together for the benefit of everybody, like the messages in these proverbs. The dominant (has most power/control) culture in the United States tends to be more individualistic overall because the country was founded on individualistic ideas. We can see this in some of the sayings. The principles of Intergenerational, Black Villages, and Black Families is important to the Black Lives Matter movement because racism is a problem that will take a collective village to resolve.

Review the terms "village", "family" and "intergenerational" with students.

If stopping here, use the discussion/reflection questions to lead a discussion with your class about these ideas.

Optional extension: Tell students that they will watch a clip of a film about barber shops in Ypsilanti, Michigan. Show the documentary: [Grooming a Generation](#) (1:08-9:50). As students watch, ask them to jot down places in the film where they notice today's guiding principles of intergenerational, Black Villages, and Black Families.

After watching the film, use the discussion/reflection questions to lead a discussion with your class about these ideas.

Discussion/ Reflection Question(s)

- Where did you see today's guiding principles in the film (if shown)?
- We live in a more individualistic culture, why might it be important to leave space for collectivist ideas? You can use evidence from the film and today's lesson to support your thinking.
- Where do we see individualism and collectivism in our school building?
- How can we leave intentional space for collectivism in our community?

Closing

Ask students to return to their surveys from the beginning of the lesson. Point out that students tallied their scores at the bottom of the sheet. Show them that their "odds" score is how strongly they value collectivism. Their "evens" score is how strongly they

value individualism. Remind students that one way of thinking is not better than the other and that today we are talking about how to make space for both.

- Ask students to consider how strongly they value collectivism and individualism. Is one score significantly higher/lower than the other? Are the scores similar?
- How do these two ideas show up in their day to day lives? (Competitive games, family chores, test scores, community service ect..)

Extension option:

Read the text *Crown: An Ode to the Freshcut* by Derrick Barnes and Gordon C. James. (Available on Hoopla)