

Tuesday-Diversity and Globalism

Content/Goal

Students will:

- ★ Understand that different people do different things and have different feelings.
- ★ Understand that verbal and physical communication between cultures can look very different
- ★ 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.

Materials

- [Slides](#)
- [Cultural Iceberg](#)
- [Bill Nye Tiktok Video](#) (Stop at 1:04)
- Color, Culture, Corner Diagram
-

Vocabulary

- Color/ Race
- Corner/ Nationality
- Culture/ Ethnicity
- Anti-Black Racism

Learning Plan

Engagement

Display a world map and ask: *Where are places in the world that Black people live?* Allow for responses, point out that this is a trick question because Black people live all over the world for various reasons. Unfortunately because Black people can be found everywhere, anti-Black racism and Colorism can also be found all over the world.

Anti-black racism is when Non-Black communities have negative stereotypes about Black people, and these communities will distance themselves in order to maintain some level of power. Colorism stems from this idea. For Black people and even for non-Black people with dark skin, such as Indians and Filipinos, some of the racism they experience is rooted in anti-Black racism. There's also **colorism**, a type of discrimination in which lighter skin is privileged over darker skin, that exists among people of the same race or ethnicity. Today we are going to explore the guiding principles Diversity and Globalism and how to stand against the single story of Blackness.

Guiding Principles

Globalism

We see ourselves as part of the global Black family and we are aware of the different ways we are impacted or privileged as Black folk who exist in different parts of the world.

Diversity

The celebration and acknowledgment of differences and commonalities across cultures.

Teaching Point

There is not “one kind” of Black person, as there is not one kind of White person, Asian person or Latinx person. Having different kinds of people in our community helps communities thrive and that everyone needs to feel safe.

Ask: Did you know all people, not just Black people, are descended from the continent Africa? So why is everyone’s skin tone different?

Let’s listen to scientist Bill Nye explain why.

[Watch video](#) (Stop at 1:04)

So now we know why our outsides are different, but what about the inside?

Display Cultural Iceberg.

Ask: What do you remember about Cultural Iceberg from last year?

Allow for responses but if no one remembers/ speaks up, mention how we use this illustration to help us understand how culture works. Just like an iceberg in the ocean, there is a large part we see floating above the surface while there is an even BIGGER part below the surface. So it is with people. There is a part of who we are that people can see on the outside, but there is so much more “below the surface” that people can’t see, things like our beliefs, values, traditions, places you lived, what your parents expect of you, essentially your way of living and how you interact with the world.

Color, Corner, Culture!

Teacher: In this learning, it is important that we are all speaking the “same language” so we can understand each other. Oftentimes, people confuse what race really means with different parts of their identity.

We're going to do an exercise to help differentiate between ethnicity, nationality and race which all contribute to how you move through the world.. In order to do this, we ask that you agree to a definition of race involving three Cs: Color, Corner, & Culture.

Color

*Your skin color. What people SEE when they look at you. You don't always get to choose this. This is called your **race**.*

Corner

*Where you are from. This may include where you were born, where you grew up, or if you have a passport, what country you are a citizen of. This is called your **nationality**.*

Culture

*Referred to as your **ethnicity**, these items that are below the surface of the cultural iceberg, the things people can't see, which may include religion, experiences and values you and your family share.*

Here's an example with how I identify...

[Teacher gives an example of their color/ race, corner/ nationality, and culture/ ethnicity]

Take a moment to reflect on your three Cs: Color, Corner, and Culture

Write them down. (Allow students a few minutes to reflect and record their color, corner, and culture.

Allow students to share if they want to. Please note this may be difficult for students that have multiple identities in their family, particularly biracial or multiracial children. Encourage them to include all of their identities, they do not have to choose one. You can be more than one thing

Now that we know more about ourselves ad a little about a few others, think:

What is something new you learned or thought about today as far as diversity, globalism and your identity are concerned?

How has my thinking changed?

(Could be done in a running Black Lives Matter Journal)

Revisit Learning Point:

There is not “one kind” of Black person, as there is not one kind of White person, Asian person or Latinx person. Having different kinds of people in our community helps communities thrive and that everyone needs to feel safe.

Reflection Question(s)

What is something new you learned or thought about today as far as diversity, globalism and your identity are concerned?

May be done in BLM Journal throughout the week

*Pay attention to students who disengage and consider the reasons. You may need to follow up with those students privately.