

LESSON 2

DIVERSITY AND GLOBALISM

BLACK LIVES MATTER



BACKGROUND FOR TEACHERS

This lesson is intended to have students participate in a discussion or circle and can be done in many ways. Please feel free to adapt in order to create an environment which is safe and comfortable to talk about personal experiences with race.



ANTICIPATED MISCONCEPTIONS

The concept of privilege is difficult to understand and particularly difficult for those who have privilege to acknowledge. You may wish to do personal research and reflection so that you have identified the impact of privilege on your life before trying to work through the concept with students.



ESSENTIAL QUESTION

Why are these principles surrounding black families integral to the Black Lives Matter movement?

- Diversity
- Globalism



LEARNING OBJECTIVES

- I can understand the concepts of globalism and privilege as well as their impact on myself and others.
- I understand and can advocate for the principles of Black Lives Matter.



LESSON DEVELOPMENT

LAUNCH:

Ask students to listen as you read one of the quotes below. (Pick one or two which will be comfortable and accessible for you and your students).

- “We should all know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color.”- Maya Angelou
- “When you talk, you are only repeating what you already know. But when you listen you may learn something new.”- Dalai Lama
- “We can disagree and still love each other unless your disagreement is rooted in my oppression and the denial of my humanity and right to exist.”- James Baldwin

Have students share their reaction and connection to the quote. Encourage students to respond by sharing personal experiences with the understanding that it is fine to pass and that not all students have to share. This is not intended to be a debate where students agree or disagree but rather an opportunity for students to share their thoughts and reactions.

TERMINOLOGY:

Provide students with the definition of the guiding principles:

- **Diversity-** Acknowledging, Respecting, and Celebrating differences and commonalities
- **Globalism-** Seeing ourselves as part of the global Black community and understanding how we are impacted or privileged based on our position and placement in this global context
 - **Privilege-** a special right, advantage, or immunity granted or available only to a particular person or group.

ACTIVITY:

Next, in order to understand globalism, students must comprehend privilege and understand that there are structural inequities. Based on the definition of privilege above, point out that people who benefit from privilege are often unaware of the existence of the benefits they receive through their status.

For example, when white people turn on the television they can see people of their race widely represented. That is always not the case for black people.

Have students complete the  ["Privileged or Oppressed Worksheet"](https://hcpss.instructure.com/courses/122235/files/14922290/download?wrap=1)

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(<https://hcpss.instructure.com/courses/122235/files/14922290/download?wrap=1>) created by Circle Forward by identifying the places where they enjoy privilege and places where their status causes them to lack privilege. Students can shade in their level of privilege (the more shaded in the more privileged). The purpose of this is to have students reflect on their level of privilege within a society as well as reflect and gain awareness that there is a lack of privilege and social inequity within a diverse community.

DISCUSSION:

Have those students who are comfortable share out their responses on the Privilege Worksheet.

Combining what was shared in the discussion along with the definition, have students discuss some or all of the following:

- Why do we need to listen to the experiences and perspectives of others?
- How do we impact the lives of others, and how do others impact us?
- How does privilege and position in society impact ourselves and others?
- How does the elevation of black voices combat white privilege?
- Why is Globalism everyone's responsibility?



LESSON CLOSURE

Teacher brings the conversation to a close, thanking students for being honest and vulnerable, summarizing the strengths within conversation, and referencing the principles of Diversity and Globalism.



RESOURCES

**[Black Lives Matter Posters](#)**

<https://hcpss.instructure.com/courses/122235/files/14922286/download?wrap=1>)

**[“Privileged or Oppressed Worksheet](#)**

<https://hcpss.instructure.com/courses/122235/files/14922290/download?wrap=1>) 

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