

# Building the Beloved Community

## Lesson 2: Circles of Our Multicultural Selves

9.27.2020

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**Objectives:** Begin to understand the concept of culture as a set of norms. Families are where we first become “acculturated.”

**Materials:** \*youth should have a notebook and pen/pencil for every class, teachers should download lesson plan and attachments onto their desktop.

**Time allotment:** suggested for 60 minute online class.

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### 1. Zoom Welcome (as youth arrive into the breakout classroom)

- Teachers and youth are expected to log on to zoom at 11:15am (15 min before class begins at 11:30am) so that everyone can be organized into correct breakout classrooms. We want to make sure there is an attentive adult in each breakout classroom with youth.
- Greet youth and ask everyone to correct their display name as needed. Ask everyone to select “gallery view” to see everyone else.
- Staff will attend to attendance.

### 2. Zoom Icebreaker: Show and Tell (5 minutes)

Invite each youth to get a *pet, plant, or picture* that is important to them. Have them share, one at a time, about what they chose and why.

### 3. Chalice Lighting

Light a chalice at your home, invite youth to light their own chalices and say together: “We light this chalice as a symbol of our faith, the light of truth and the warmth of love.”

**Teacher reads:** (from Buddhist monk, teacher, and peace activist, Thich Nhat Hanh)

*“When we respect our blood ancestors and our spiritual ancestors, we feel rooted. If we find ways to cherish and develop our spiritual heritage, we will avoid the kind of alienation that is destroying society, and we will become whole again... Learning to touch deeply the jewels of our own tradition will allow us to understand and appreciate the values of other traditions, and this will benefit everyone.”*

#### 4. Brief Check-in (5 minutes)

Continue weekly ritual/check-in (e.g. sharing a joy or sorrow so that everyone feels present in class).

#### 5. Sharing Family Traditions (35 minutes)

Have youth take turns presenting a family tradition they have chosen to share with the class. If they have a picture/object to show, invite youth to use them to help further illustrate. After each presentation, teachers can check if others have similar traditions in their family.

**Questions for Discussion:** After everyone has presented, teachers can ask appropriate questions from below, and deepen the conversation:

- Why do you think many/some of you had some traditions in common?
- Why do you think some traditions were unique to your family?
- When did you realize that not everyone shared your particular tradition?
- Were there any traditions that your parents held when they were your age?
- Were there any traditions that your grandparents held when they were your age?
- Have any of the traditions changed over the generations?
- Does anyone know the origin of the tradition they shared? What part of the world did it come from? What culture? What religion, if any?
- Do you think you will continue this tradition with others (perhaps your own children or partner) when you are an adult?

**Teacher summarizes:** Many traditions are passed on through family and community, and can seem “normal” and “natural,” something that everyone does or would want to do. Someone else’s tradition, then, can seem not only different but strange and abnormal.

Sometimes, learning the background, history, and context can help. For example, someone who never heard the biblical nativity story might wonder why the birthday of one baby in the Middle East is celebrated by so many people around the world. Even more, they might wonder why families celebrate that nativity by writing a letter about major family events during the past year. Others might wonder why images of snow are used in depictions of this child’s birth that occurred in an area of the world that doesn’t have snow.

#### 6. Pair Share (5 minutes)

Teachers paste the following questions in the chat box and invite each person to journal on their own for a couple minutes:

- If you could create a holiday for your family to celebrate, what would it be?
- What are some mannerisms/habits/traits you inherit from your family?
- What is one culture—foreign culture or subculture or pop culture—that really interests you, and why?
- What is an early encounter you have with race or culture?
- What do you think makes talking about race or culture difficult?

Then pair up youth to be “chat buddies” to share about their journal responses via private chat. Instruct youth to select their partner’s name in the chat to write to them privately (if there is an odd number have a teacher participate).

**7. Circles of Our Multicultural Selves** (10 minutes)

**Screen share** lesson attachment 2a (Circles of Our Multicultural Selves) as an example.

**Teacher instructs:** Today we have shared a little about our families of origin. We will now turn inward to share a little more about ourselves.

- (a) On a blank piece of paper draw four large connected circles like you see on the screen. Place your name in the center circle.
- (b) Pick three elements of your identity that are key to who you are and write them in the three circles.
- (c) Share with your “chat buddy” what you chose and why.
- (d) Please **SAVE** this paper as we will talk more about identity during next class.

**8. Extinguish the chalice**, saying together:

*“May the light of truth and the warmth of love go with us in our hearts.”*

**9. Leave zoom breakout classroom:** click “Leave” then “Leave Meeting.”