



**Empathy Across Cultures:
Tools for Global Solidarity
February 2021**



With the second inaugural year of Global G.L.O.W.'s Black History Month Curriculum, we introduce a new theme: Empathy Across Cultures: Tools for Global Solidarity.

This curriculum is intended to provide educational and social-emotional opportunities for both our club members in the US, as well as our members worldwide.

While all club members will move through the same curriculum, learning about how social structures impact their lives and communities will look different in every region. For example, US club sessions will discuss the legacy of white supremacy's impact on Black communities—how it has uniquely impacted their own lives, the lives of their friends, and the society around them. Across the world, club members from other countries will be able to discuss, in their own ways, how racism and imperialism have impacted their communities. After learning about the impact of these legacies in their specific region, club members will be introduced to the lived experiences of girls from another region, thus increasing their empathy and understanding of another person's lived experience. By exploring the legacy of our histories, we can see how the past informs the present – and how similar we each are, though we each have unique cultures and traditions.

The Empathy Across Cultures curriculum will serve to commemorate Black History Month for our partners in the US, as well as introduce topics of white supremacy, colonization, and ethnic discrimination to our club members around the world. We want this curriculum to be both an opportunity to learn and a tool for connection. Members will understand their history better and how their history is interconnected to another's, ultimately allowing girls across the world to come together today in the promise of a more accepting tomorrow.

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Why We Celebrate

What - For the entire month of February, we will be celebrating the diverse connections and impactful histories, across all Global G.L.O.W. partnerships. During this month, we recognize and reflect on the social and cultural history that influences our present day experiences. We will also connect all the regions of our partner organizations to other partners' regions around the world; this will allow us to highlight the way we can all relate to issues of Colonization, Ethnic and Cultural Discrimination, and Resilience. This month is a learning experience and a celebration!

Who - All club members of Global G.L.O.W. programming: GLOW Create, HerStory Glow Club and Teen Club, Healthy GLOW, and GirlSolve/Girl Boss participants.

When - This curriculum **will take place during regular club session time** for the entire month of February. For the first three weeks in February, Mentors will lead a special discussion with their club members during the Girl Talk portion of club time. They will continue with normally scheduled programming for the rest of the session. During the final week in February, **the entire club session** will be dedicated to activities based on the regional connections made later in the curriculum.

Why is it important to talk about social constructs such as: Colonization, Ethnic Discrimination, and Black Resistance with your club members?

- This is an opportunity to share history that has had a huge effect on communities and cultures around the world.
 - Discrimination and Colonization, etc. are all structures that play a role in everyone's lives. Even if members do not fully understand why and how, this is a way for them to begin to understand how it has affected them and their communities.
- This is an opportunity for members to learn about and build empathy for other people's experiences outside of their own.
- This is an introduction for members to increase their social awareness and consciousness.
- Girls of color, specifically are innately at a disadvantage compared to boys.
- "Children experience the outputs of structural racism through place (where they live), education (where they learn), economic means (what they have), and legal means (how their rights are executed)."¹
- Even if you do not experience racism in your communities, discussing discrimination in general, can help kids appreciate diversity and better recognize discrimination when they see it in any form (e.g. gender, religion, weight, disability, and others).

Important Terms:

- **Black History Month:** Black History Month celebrates the contributions that Black Americans have made to American history in their struggles for freedom and equality.

¹Trent, Maria, et al. "The Impact of Racism on Child and Adolescent Health." *American Academy of Pediatrics*, American Academy of Pediatrics, 1 Aug. 2019, pediatrics.aappublications.org/content/144/2/e20191765.

- **Colonization:** Settling among the people indigenous to a geographical area and establishing control over the land and the people.
- **Tribalism:** The state or fact of being organized in a tribe or tribes.
- **Caste System:** The Caste System is a system of strict social stratification, or in other words a system where your family origin and occupation determine your status in society.
- **Anti-Blackness:** A disregard for the lives of Black people around the world, as well as a dehumanizing Black people both on interpersonal and systemic levels. Anti-Blackness exists all around the world, and within non-Black Communities of Color in the United States.
- **White Supremacy:** the belief that White people constitute a superior race and should therefore dominate society, typically to the exclusion or detriment of other racial and ethnic groups.
- **Resistance:** Although forms varied, the common denominator in all acts of resistance was an attempt to claim some measure of freedom against an institution that defined people fundamentally as property.²
- **Slavery:** A condition in which one human being is owned by another. A slave is considered by law as property, or chattel, and is deprived of most of the rights ordinarily held by free persons.
- **Indigenous Peoples:** Communities that live within, or are attached to, geographically distinct traditional habitats or ancestral territories, and who identify themselves as being part of a distinct cultural group, descended from groups present in the area before modern states were created and current borders defined.³
- **Matriarchy:** A system of society or government ruled by a woman or women
- **Racism:** Prejudice and/or discrimination against people based on the social construction of race. Differences in physical characteristics (e.g. skin color, hair texture, eye shape, nose structure) are used to support a system of inequities.
- **Colorism:** A practice of discrimination by which those with lighter skin are treated more favorably than those with darker skin.

How to talk about these topics with club members⁴:

As a Mentor, it is important to acknowledge that you may have members in your club who have been targets of racism or ethnic bias. Some members who have been impacted by bias and discrimination may feel relieved and comfortable discussing these issues and others may feel nervous, scared or angry.

Mentors should:

- Acknowledge the importance of race and skin color in member's lives.
- Create a safe environment with clear communication guidelines.
- Recognize hurtful, targeted, and discriminatory language potentially said by members and stop it.
- Explain why certain language is inappropriate and hurtful to the full group.
- Be conscious of your own biases and do not reinforce stereotypes.
- Speak from your own experience.
- Create opportunities for students to speak from their own experience.

²<https://www.gilderlehrman.org/news/slave-resistance#:~:text=Slaves%20resisted%20bondage%20in%20a,defined%20people%20fundamentally%20as%20property.>

³ https://www.who.int/topics/health_services_indigenous/en/

⁴ "The March Continues." *Teaching Tolerance*. N.p., n.d. Web. 21 Dec. 2019. <<https://www.tolerance.org/magazine/publications/the-march-continues>>.

Helping a Mentee if They Feel Upset or Uncomfortable

Helping your mentee understand and properly manage their emotions can be an important part of your relationship. You can help your mentee manage her emotions constructively by providing a safe space to discuss their feelings and by acting as a positive role model. You are the person they can talk to without feeling judged, and it is important to try to see things from their perspective and validate their experience, regardless of how you may initially perceive it. As you likely know it can be very hard to think rationally when experiencing strong emotions, so first give your mentee a chance to simply express what they feel as you listen.

- If possible, take the mentee aside to speak privately. Giving your mentee time to express what they are feeling could potentially be enough for them to feel prepared to go back to the group.
- Remind your mentee that she is safe with you.
- It is the mentee's decision on when or if she is ready to go back to the material she finds upsetting. If the mentee is unable or unwilling to continue on with the group, tell her that you respect her decision. If possible, you may need to make arrangements for another adult to remain with the mentee, an alternate activity, or even an early end of the day for that child.
- If you think the mentee requires assistance you are unable to provide her, please seek out the guidance of your Coordinator.

2020 Black History Month Packet:

As you review this year's 2021 packet, please reference the Black History Month packet sent in 2020. Many of the concepts discussed in last year's packet, such as racism and colorism, are also connected to the ideas explored in this packet. Last year's packet focused primarily on the African American experience and historical background; we reference this history throughout this packet and also broaden our focus with more international references. We explain and introduce many topics in this packet and reviewing last year's can be helpful for a more well rounded and better understanding.

Important Facts:

Please consider the following information as you prepare to use this packet at your club sites. While neither you nor your Mentors need to be experts on the following information to implement these lessons, we highly suggest you look closely at the ways these topics affect your club members, women in general, and your communities as a whole.

Colonization Key Facts:

- Colonialism or Colonization the system or process by which a country or group maintains colonies in a foreign country, typically because they want to use those foreign countries for their own economic gain.
- There are many different countries and entities that have engaged in colonization. In the past few hundred years, it has been mostly countries from Europe (there are some exceptions, like Japan).
- For example, for a long period of time, the Portuguese controlled all trade between Europe and all of Asia by colonizing the coasts of other countries setting up military forts along trade routes and attacking people who sailed in the waters around them if they didn't pay a toll.⁵
- Sometimes the main way that colonizing countries profited from their colonies was by enslaving native people. One example of this is the Dutch East India Company using enslaved people to

⁵ Gage, Susan. "Colonialism in Asia, A Critical Look!" VIDEA, Victoria International Development Education Association. Print. 1991.<<http://teamvidea.com/wp-content/uploads/2015/01/Colonialism-in-Asia.pdf>>

grow and harvest desirable crops⁶. Unfortunately, this often meant crops used to feed people were not grown as much OR edible crops were completely exported, leaving nothing for the people indigenous to the land.

- There is also a type of colonization that seeks not just to exploit the land but also take it over, and re-populate it with the people from the colonizing country. An important example of this is the colonies of the British in America, which then became the United States (who also colonized the rest of what is now known as the U.S.).
- Colonization continues to happen today, though it can look different from how it did before. Some colonizing countries still maintain control over countries they colonized, and other times this control is through economic control, like bank loans. We will not cover neocolonialism in the club sessions here, but if you want to learn more about it, you can read [this article](#).

Ethnic or Culture Discrimination (Tribalism) Key Facts:

- Ethnic or cultural discrimination is discrimination the basis of one's ethnic background or their culture.
- What things create an ethnic or cultural identity?
"Those include shared historical experiences and memories, myths of common descent, a common culture and ethnicity, and a link with a historic territory or a homeland, which the group may or may not currently inhabit. Elements of common culture include language, religion, laws, customs, institutions, dress, music, crafts, architecture, and even food."⁷
- On the most basic level, tribalism simply means people being organized in tribes or groups. Though it is a generic term, people often refer to tribal divisions in Africa. It is very important to note that in many ways, European colonization helped create this idea because they felt the social structure in Africa was particularly tribal in nature.⁸ When we think about the negative connotations sometimes associated with tribalism, we also need to think about the racist and colonial origins of the idea.
- Ethnic and cultural divisions can lead to serious conflict. Sometimes different ethnic and cultural groups have unequal access to resources (whether that is political power, land, other resources), poor and/or harmful government policies, harmful national and local leadership, and experience cultural/ethnic stereotypes and discrimination. When these differences are present, many different kinds of changes can cause ethnic conflict and violence.

Racism and White Supremacy Key Facts:

- Racial bias can negatively affect how students' behavior is evaluated in school, as well as impact their grades and future educational achievement.
- It is important to acknowledge that women of color experience the combination of sexism and racism, and are specifically targeted for violence and experience different types of discrimination than white women and men of color.
- Skin tone is a part of this issue as well, as darker-skinned and black women of color tend to experience discrimination on the basis of being darker.

⁶ Gage, Susan. "Colonialism in Asia, A Critical Look!"

⁷ McKenna, A., & Reuter, T. K. (2017, November 01). Ethnic conflict. Retrieved December 15, 2020, from <https://www.britannica.com/topic/ethnic-conflict>

⁸ Mafeje, Archie. "The Ideology of 'Tribalism'." *The Journal of Modern African Studies*, vol. 9, no. 2, 1971, pp. 253–261. JSTOR, www.jstor.org/stable/159443. Accessed 15 Dec. 2020.

- Racism and colorism do not just affect social, political, and economic outcomes; these together can negatively impact peoples' mental/physical health.
- Women and girls who are discriminated against on the basis of both gender and race are frequently subject to violence. In armed conflicts, women are sometimes explicitly targeted because of race or ethnic background. Women who are victims of trafficking frequently also suffer from racial discrimination, doubly subjugated and vulnerable, and women from certain racial or ethnic groups may be particularly vulnerable to trafficking or targeted by traffickers. Rape and other forms of violence against women have been used as weapons of war in conflicts throughout history.⁹

Resistance and Rebellion Key Facts:

- Throughout history, we can find examples of people resisting colonization and colonialism around the world. Some fought back through rebellions, others found many different ways to resist.
- Labor refusal is one effective way to resist. In Ghana, resistance to labor recruitment by colonial forces on public works projects (like mining and agriculture), disrupted the projects so much that workers were eventually able to negotiate for better wages and treatment.¹⁰
- Sometimes, nations' leaders try to fight against colonization. Queen Liliuokalani in Hawai'i attempted, through the creation of a new constitution, to take back control of her government from wealthy planters.¹¹
- In some places, Indigenous groups rebelled against attempts of colonization or against their colonizers. The Taíno people, who live in what is now known as Puerto Rico, created a coalition of Taíno leaders to fight against the Spanish colonizers¹². Another very famous example is the Haitian Revolution against the French where they successfully won their independence.¹³
- Though above we've discussed obvious forms of resistance- there are and were many ways to resist colonial power. Because colonization often includes erasing Indigenous culture- attempts to preserve cultural identity (whether this means foods, language, or religious and/or cultural practices) is a form of resistance. This practice is something that people continue to carry on even after colonization.

⁹"Fight, Racism, Antiracism, Racial, Take a Stand, Discrimination, Advocating, Human Rights, Justice, United Nations, UN." *United Nations*. United Nations, n.d. Web. 21 Dec. 2019. <<https://www.un.org/en/letsfightracism/women.shtml>>.

¹⁰ Moyd, Michelle: Resistance and Rebellions (Africa) , in: 1914-1918-online. International Encyclopedia of the First World War, ed. by Ute Daniel, Peter Gatrell, Oliver Janz, Heather Jones, Jennifer Keene, Alan Kramer, and Bill Nasson, issued by Freie Universität Berlin, Berlin 2017-06-20.

¹¹Silva, Noenoe K. "The 1897 Petition Against the Annexation of Hawaii." National Archives and Records Administration, National Archives and Records Administration, 15 Aug. 2016, www.archives.gov/education/lessons/hawaii-petition.

¹² "Spanish–Taíno War of San Juan–Borikén." Wikipedia, Wikimedia Foundation, 26 July 2020, en.wikipedia.org/wiki/Spanish%E2%80%93Ta%C3%ADno_War_of_San_Juan%E2%80%93Borik%C3%A9n.

¹³ Murray, Lorraine. "Haitian Revolution." Encyclopædia Britannica, Encyclopædia Britannica, Inc., 2016, www.britannica.com/topic/Haitian-Revolution.

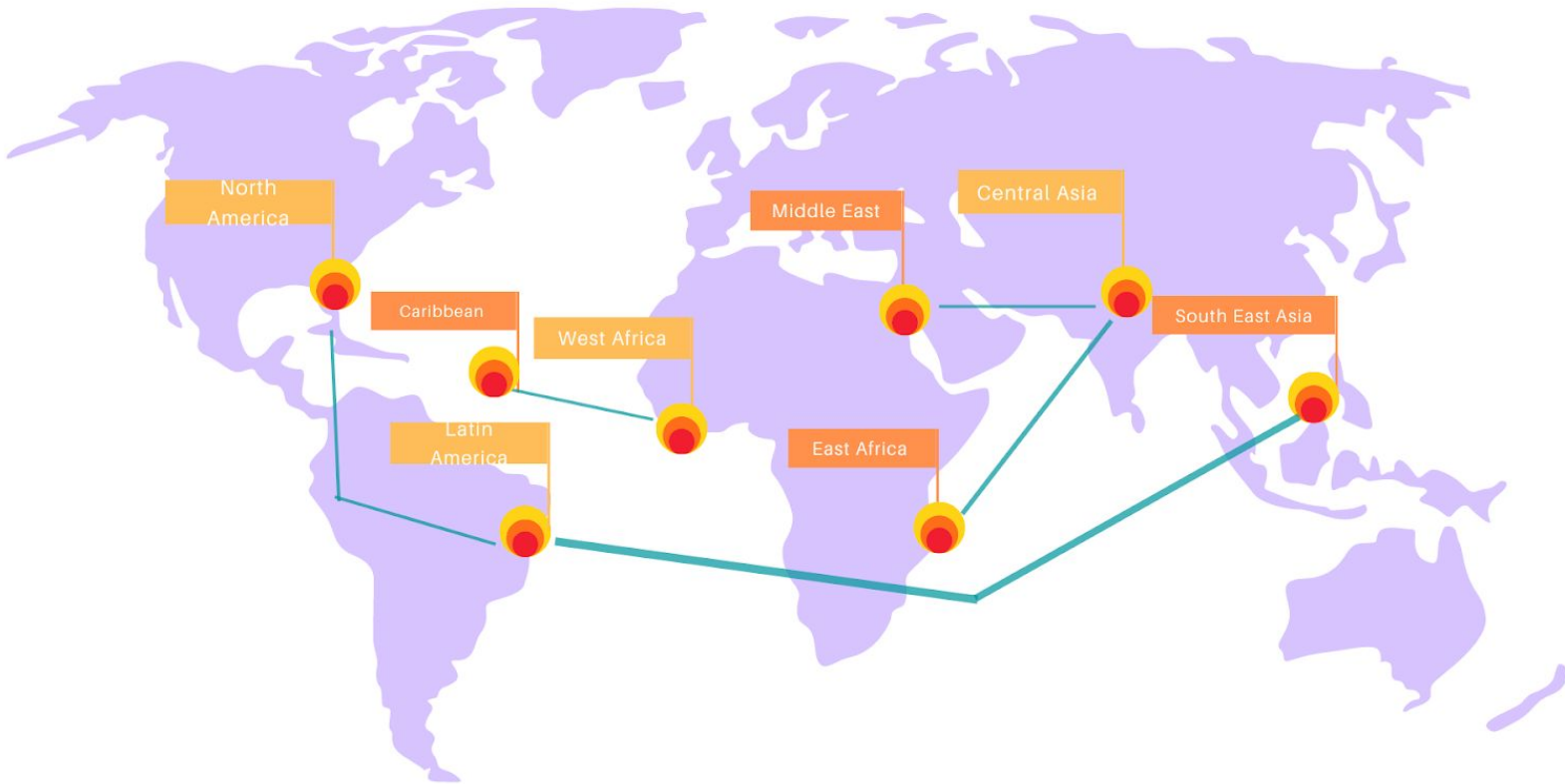
Black History Month Goals:

- Members will build empathy skills by considering their own experiences and the experiences of others.
- Members will learn the historical similarities they share with other club members from a different region in the world.
- Members will be aware of the social issues that people of color have experienced and are currently experiencing.

Materials List: (All materials are available from regular Club Supplies; there are not any additional materials required.)

- Journals and Writing Paper
- Pens/Pencils
- Chart Paper
- Tape
- Markers/Colored pencils/Crayons

Regional Connections:



In the visual above, we have outlined how different regions of the world are connected to one another through shared histories. This visual not only showcases the regional connections, but also the connections Global G.L.O.W. club members have with one another. Members from one community may have more in common with members from another community than they think. Take this opportunity to learn how specific regions and club members are connected, as well as how we are all connected globally.

Instructions for Mentors:

- Please find the region that you are located in and read the connection that corresponds with you and your club members. Your local region will be paired with one or two other regions from around the world. For example, if you are currently facilitating clubs in Jordan, read the regional connection titled, The Middle East, Central Asia, and East Africa.
 - This explanation will give you historical background information on how issues of slavery, colonization, and ethnic discrimination, etc. have impacted your local regions, but also the other regions in your pairing.

- The similarities in history have been highlighted to show how the experiences of members and the potential challenges they face in their communities are linked to one another. Showing said similarities, fosters an environment of shared understanding and empathy.
- When facilitating with members emphasize the similarities between the different regions and share that they have many things in common with other GLOW club members. Even if members from different regions have different skin tones, speak different languages, and live in different communities, they are impacted by the same history.
- Once you have found your regional pairing, you are open to read and understand the additional connections provided but will only be expected to know your region's specific connection. The information learned in these connections will help inform the third and fourth activity of the month.
- If helpful, also read through the other regional connections made that do not apply to your home country. The similarities between other regions can be beneficial to your overall understanding and may be applicable to your regional history as well.

West Africa and The Caribbean Regional Connection:

- Colonization and slavery has had a huge impact on West Africa and the Caribbean. White colonizers captured Africans and forcefully brought them to the Caribbean for labor and economic resources. The Caribbean's culture and history is intertwined with African people's enslavement.
- While slavery had previously existed in the region, the beginning of the Transatlantic Slave Trade, increased demand for slavery in West Africa. The introduction of sugar cultivation to the Caribbean in the 1640s and its subsequent rapid growth led to the development of the "plantation economy" which depended on the labor of imported enslaved Africans. Between 1662-1807, five-million enslaved Africans were taken to the Caribbean.
- Rebellion and resistance by enslaved people was not uncommon in all places where slavery existed. Resistance often began before enslaved people had made it to their stop. There are 485 recorded instances of revolts on board slave ships sailing from Africa. Most revolts onboard ships were unsuccessful, however some enslaved people were able to escape or even take over the ships that were their prisons and regain their freedom.
- In the Caribbean one of the most important aspects of resistance to slavery was the retention of African culture or combining African, American and European cultural forms to create new ones such as the Kweyol languages (Antillean Creole). Some, seeking their freedom and to escape their harsh and brutal treatment ran away from the plantations, and while many were recaptured, others managed to form communities of 'Maroons' who continued to resist European rule.¹⁴
- Tacky's Rebellion (1760) was a slave uprising in Jamaica, which ran from May to July before it was put down by the British colonial government. The leader of the rebellion, Tacky, was originally from the Fante ethnic group in West Africa and had been a paramount chief in Fante land (in the Central region of present-day Ghana) before being enslaved.
- The most successful slave uprising was the Haitian Revolution, which began in 1791 and was eventually led by Toussaint L'Ouverture, culminating in the independent black republic of Haiti.
- Women played an important role in cultural resistance, especially in the transmission of African culture from one generation to the next. Women were also leaders of several rebellions: one, known as Cubah, the "Queen of Kingston", was prominent during Tacky's Rebellion in Jamaica,

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http://www.understandingslavery.com/index.php?option=com_content&view=article&id=310_resistance-and-rebellion&catid=125_themes&Itemid=222.html

while Nanny Grigg was one of the leaders of the 1816 rebellion in Barbados.

North America, Latin America, and SouthEast Asia:

- **Who are Indigenous Peoples?** The term ‘indigenous people’ refers to some 300-500 million persons worldwide and encompasses a great variety of groups otherwise known as first nations, aboriginals, tribal, isolated, and ethnic, cultural or national minorities. *Ethnic minorities* are people with certain common traits that set them apart from the majority in a society. Minorities often suffer from discrimination and they struggle for the protection of their rights and their participation in the larger society.¹⁵ In the United States there are 574 federally recognized Indian Nations.¹⁶ There are upwards of 44.7 million Indigenous Peoples throughout the over 800 first nations in Latin America.¹⁷ Two thirds of the world’s indigenous peoples live in Asia, which is home to more than 2,000 civilizations and languages.¹⁸
- **How are Indigenous Peoples discriminated against around the world?** Although they have different customs and cultures, Indigenous Peoples face the same harsh realities: eviction from their ancestral lands, being denied the opportunity to express their culture, physical attacks and treatment as second-class citizens. Indigenous Peoples are often marginalized and face discrimination in countries’ legal systems, leaving them even more vulnerable to violence and abuse. Indigenous human rights defenders who speak out face intimidation and violence. In addition, individuals may be physically attacked and killed just for belonging to an Indigenous People. Peaceful efforts by Indigenous Peoples to maintain their cultural identity or exercise control over their traditional lands, which are often rich in resources and biodiversity, have led to accusations of treason or terrorism. Discrimination is the reason why Indigenous Peoples make up 15% of the world’s extreme poor. Globally, they also suffer higher rates of landlessness, malnutrition and internal displacement than other groups.²⁰
- **Indigenous Women and Girls:** Indigenous Women and Girls make up one of the most vulnerable populations in the world. Often regarded as inferior and weak, they have virtually no voice in the political affairs of their community and country. Violence against indigenous women, like bride kidnapping, forced marriage and domestic violence, are also practices that still persist in some indigenous societies. Indigenous women and girls in the rural areas are hardest hit by poverty.²¹ While we do see women and girls struggle, there are also many examples of Indigenous Women and Girls leading their communities and making great change.
 - Rosalie Fish of the Cowlitz Tribe in Washington, USA is a teenage athlete that has drawn international attention to the Missing and Murder Indigenous Women epidemic. She runs with a red hand print across her mouth to spread awareness and honor her people.²²
 - Matriarchies are common in Indigenous Communities. Many scholarly works have claimed that Khmer society was organized along matrilineal principles (based on kinship of the

¹⁵ https://www.iwgia.org/images/publications//0511_ASEAN_BRIEFING_PAPER_eb.pdf

¹⁶ <https://www.ncai.org/about-tribes>

¹⁷ <https://fas.org/sgp/crs/row/R46225.pdf>

¹⁸

<https://theglobalamericans.org/2016/08/indigenous-latin-america-45-million-little-voice/#:~:text=Latin%20America%20is%20home%20to%20population%20of%2045%20million%20people.>

¹⁹ <https://www.un.org/esa/socdev/unpfii/documents/2014/press/asia.pdf>

²⁰ <https://www.amnesty.org/en/what-we-do/indigenous-peoples/#:~:text=Indigenous%20peoples%20are%20often%20marginalized,often%20supported%20by%20the%20state.>

²¹ https://www.iwgia.org/images/publications//0511_ASEAN_BRIEFING_PAPER_eb.pdf

²² <https://www.wbur.org/onlyagame/2020/01/03/rosalie-fish-jordan-daniel-marie-mmiv>

mother or female line), sometimes conflated with the notion that Cambodia was matriarchal in some distant past time.²³ Also, there is the Palawan society, a non-hierarchical community in the Philippines where men and women have been historically equal.²⁴

- Indigenous women are leading the environmental protection movement. Latin American environmental activists, Leydy Pech, Indigenous Mayan, of Mexico and Nemonte Nenquimo of the Waorani People in Ecuador were two of six winners received the 2020 Goldman Environmental Prize, which is also known as the Green Nobel.²⁵

The Middle East, Central Asia, and East Africa:

As we learn about cultures around the world, it is important to understand the following ideas that connect cultural and ethnic discrimination. These concepts affect different groups of people, based on where they were born, and the classification that their family has in their country. These concepts are still prevalent in these societies today because people accept them as part of their lives. However, in order to make progress, it is very important to speak, understand, and most importantly, educate the population about these systems.

“Culture of Silence”

- A conspiracy of silence, or culture of silence, describes the behavior of a group of people of some size, as large as an entire national group or profession or as small as a group of colleagues, that by unspoken consensus does not mention, discuss, or acknowledge a given subject.
- The culture of silence contributes to the classism prevalent in these systems. As a result, racism, and discrimination of groups of people based on where and who they are born into.

Tribalism

- The state or fact of being organized in a tribe or tribes. An effect that tribalism has on the people in these groups is to view ‘others’ as inferior to them and leads a person to view only the members of his or her own tribe as people. Strong loyalty to their tribe is more important than loyalties to their friends or other social groups.
- Tribalism and the culture of silence are still prevalent in societies today. The group of people that one is born into, especially those that may be born into a group that is “in service to others”, will be generally poor and uneducated by force, due to their limited access to resources.
- Tribalism can negatively affect people in parts of Africa, such as Kenya, as it has prevented the progress of nation building, and the polarizing effects it has on the population. Tribalism encourages tribes to acquire power, wealth, and fame.
- Tribalism has also impacted the nation of Rwanda, showcased in the Hutu and Tutsi conflict. Generally, the Hutu-Tutsi strife stems from class warfare, with the Tutsis perceived to have greater wealth and social status (as well as favoring cattle ranching over what is seen as the lower-class

²³ <https://www.jstor.org/stable/3630360?seq=1>

²⁴ https://www.huffpost.com/entry/pierre-de-vallombreuse-matriarchal_n_560c2c90e4b0af3706df136b

²⁵ <https://latinamericareports.com/two-indigenous-women-in-latin-america-honored-with-top-prize-for-environmental-protection/4992/>

farming of the Hutus). These class differences started during the 19th century, were exacerbated by colonization, and exploded at the end of the 20th century.²⁶

Caste System

- In India, the caste system is a way to divide Hindus into four categories: Brahmins, Kshatriyas, Vaishyas, and the Shudras. Many believe that the groups originated from Brahma, the Hindu God of creation. It is a very strict, deep-rooted system that originated from the arrival of Aryans in India, around 1500 BC.
- Originally the caste system was meant to promote harmony in society, however, the system was soon corrupted, starting with the colonization, and it developed into the prejudice and discrimination system it is today.
- The caste system is a large part of society in other South Asian countries, like Nepal and Sri Lanka.
- While the caste system affects everyone, it also disproportionately affects girls and women, as it is significantly harder for them to escape. In middle eastern countries, even if one marries a member of a different caste, “Those who marry inter-caste are seen as aliens. The perception is that they are terrorists who revolt in society,” states an individual who married outside of their caste. Only about 5% of marriages in Indian are inter-caste.

²⁶ <https://www.thoughtco.com/location-of-conflict-tutsis-and-hutus-3554918>

Weekly Session Breakdown

Week 1:
February
1st-5th

Materials:

- Chart paper
- Markers
- Tape

Girl Talk Discussion:

1. Welcome participants to the first day of Empathy Across Cultures month. Ask the group, what actions do they take, when they are being empathetic. What does empathy look like for them? Take a few answers.
2. Next, explain that throughout this month, during club time you will all be talking about new and difficult topics. And through the difficult discussions, we hope they will increase their knowledge about social issues and begin to feel more connected to other Glow Club members, around the world.
3. Take out a piece of chart paper and a marker. Ask the group, what do you think of when you hear the word colony? Write down their responses.

Virtual Facilitation note: If you are meeting virtually, take notes in the chat box or share your screen and draw on a virtual whiteboard. Any place below that references writing things down for this session can be written down in this same way.

4. Flip to a new paper. On the top half of the paper, write the club members responses to this question: What do you think of when you hear the word Colonization?
5. Once you've received several responses, write down the definition of Colonization: The action or process of settling among and establishing control over the indigenous people of an area.

Mentor note: Give more context to the definition of colonization. Explain that often, Colonization is an attempt to gain more resources for another country or group of people by stealing resources from other people. A lot of the time, this also means the person or group colonizing will try to erase the culture and history of the group whose land and resources they would like to take. This includes eliminating historical documents and literature, teaching children to dress differently and stop speaking their native language, and many other things.

6. Tell the group that this is a difficult topic, and that sometimes when we talk about difficult topics it helps to take a deep breath to release tense and anxiety. Ask the group to take a deep breath for 5 seconds, hold it for 2 seconds, and release it for 4 seconds.
7. Ask the club members to think about what they might do if someone tried to take their land or culture away. Ask them what they would do. How do they feel? Take a few responses.
8. Explain that when this has happened in the past, other people have also wanted to stop colonization from happening. One word for that is **Resistance**. Write the definition of resistance on the chart paper.

Resistance: "The refusal to accept or comply with something; the attempt to prevent something by action or argument."

There are a lot of examples of how people have resisted colonization. Some people have refused to work when they were being paid poorly by colonial governments. Other times, people have fought against colonizers trying to take away their culture by speaking their native, indigenous language in secret to keep it alive. Sometimes, people have been driven to revolt against the colonial powers or government. It is important to know about resistance, because colonization still occurs today and we still see the effects of past colonization. We know, for example, that preserving native cultures by continuing to speak indigenous languages is an important way to do this. Something as simple as learning an ancestral recipe or dance keeps these cultures alive!

9. Share the following poem with the full group. Read it out loud or have a club member read it out loud.
10. Explain that this poem is talking about some of the things the author has lost as a result of colonization.

Visual or Written Resources:

[A poem by Ijeoma Umebinyuo](#)

"i lost cultures
i lost a whole language
i lost my religion
i lost it all in the fire
that is colonization so i will not
apologize
for owning every piece of me
they could not take, break
and claim as theirs."

Debrief Questions:

- Did you know about colonization before? How does it make you feel to talk about it?
- What does this poem have to do with both colonization and resistance?
- Do you think colonization has happened in your community or to your ancestors?

Week 2:
February
8th-12th

Materials:

- Chart paper
- Markers
- Tape

Girl Talk:

1. Transition club members from the day's previous activities to the Empathy Across Cultures focused Girl Talk Discussion. Begin by asking members to share any highlights or key takeaways they learned

from last week's discussion. Take a handful of responses.

2. Introduce the day's topic of cultural and ethnic discrimination.
3. Begin by asking members to take 3 minutes to close their eyes and visualize a time in their life where they were treated unfairly or negatively because of their differences. This can be a difference in skin color, gender, age, language, physical ability, etc.
4. Allow time for them to reflect back on how people treated them for their differences and how it made them feel.
5. Ask members to share their past experiences with the full group. Take a handful of share outs.
6. Introduce the concept of discrimination to the full group. Ask for a volunteer to record the definition on chart paper.

Mentor note: You can define discrimination as the unfair treatment of people and groups based on characteristics such as race, gender, age or sexual orientation. The human brain naturally puts things in categories to make sense of the world. Very young children quickly learn the difference between boys and girls, for instance. But the values we place on different categories are learned – from our parents, our peers and the observations we make about how the world works. Often, discrimination stems from fear and misunderstanding.²⁷

7. Share that discrimination often happens when we do not understand another person or their characteristics and treat them differently because of it. Since discrimination means people are often treated badly because of things they can not control, it can have a strong effect on a person and how they view themselves. People who face discrimination can have low self esteem, feel lonely, and misunderstood. Discrimination can happen from one person to another or it can be a part of cultures and systems such as communities, schools, and work environments.
8. Take time for club members to ask any clarifying questions.
9. Introduce the concept of cultural or ethnic discrimination specifically.

Mentor note: Cultural or ethnic discrimination happens when groups of people treat or view another group of people poorly specifically because of their culture or ethnic group. Many mistreatments and misunderstandings stem from negative interactions had with that group or harmful stereotypes about the other. Cultural or ethnic discrimination can happen within a group of people living in the same community or country; they can look very similar but their small differences can cause huge divides. Some forms of ethnic or cultural discrimination are:

- Caste Systems: A division of society based on differences of wealth, inherited rank or privilege, profession, occupation, or race. In countries that operate with caste systems, people are born into a specific caste and do not have control over the caste they are in.²⁸
- Tribal or ethnic conflicts: Tribalism may be defined as a consciousness and loyalty to one tribe, leading to advancement of that tribe above other peoples. Tribalism leads a person to view

²⁷<https://www.apa.org/topics/discrimination#:~:text=What%20is%20discrimination%3F-,Discrimination%20is%20the%20unfair%20or%20prejudicial%20treatment%20of%20people%20and,make%20sense%20of%20the%20world.>

²⁸ <https://www.merriam-webster.com/dictionary/caste>

only the members of his or her own tribe as people, and all others as inferior. Ethnic conflict is produced by the insecurity that emerges when an actor is unsure of the intentions of another actor and the two are already mutually hostile.²⁹

- Xenophobia: Xenophobia, or fear of strangers, is a broad term that may be applied to any fear of someone who is different from us. Xenophobia often overlaps with forms of prejudice including racism but there are important distinctions. Xenophobia is associated with large-scale acts of destruction and violence against groups of people.³⁰

Record all definitions on chart paper

10. Allow time for club members to ask questions or share their thoughts on how cultural or ethnic discrimination happens within their community.
11. State that throughout the month, we will continue to learn more about how colonization, racism, and forms of discrimination have played a part in our lives and our communities. This is an introduction to the concepts of cultural and ethnic discrimination and members will be able to connect discrimination they have seen in their communities to other parts of the world.

Visual or Written Resources:

1. Share the following artwork with the full group. Allow for each member to view the piece.
2. Explain that the painting represents and discrimination and control White colonizers had over Native American people. When White colonizers reached Native American land, they exerted power over the native indigounes people because of their cultural and ethnic differences.

²⁹ <https://digitalcommons.andrews.edu/cgi/viewcontent.cgi?article=1045&context=jams>

³⁰ <https://www.verywellmind.com/xenophobia-fear-of-strangers-2671881>



Debrief Questions:

- How did it feel to learn about discrimination and reflect on times where you were treated differently?
- Why do you think we are learning about cultural and ethnic discrimination? Did you learn something new today?
- How does the painting relate to discrimination?
- What do you think this painting is trying to tell you?
- Do you see forms of discrimination taking place within your community? Explain.

Week 3:
February
15th-19th

Materials:

- Blank paper
- Pens, Pencils
- Makers, Colored Pencils, Crayons
- Previous session's chart paper definitions

Girl Talk Discussion:

1. Begin the day's session with asking members to reflect back on what they have learned during the last two meetings. Remind them of the key terms they were introduced to and the discussions had in previous sessions.
2. Revisit chart paper definitions and ask for any remaining questions or points of clarification based on what has been learned.
3. Transition to sharing regional connections with club members.

Mentor note: Begin by finding your regional connection outlined at the beginning of this curriculum packet. The region your home country is located in, has been paired with one or two other regions where Global G.L.O.W. works and the regional shared history has been explained.

4. Read regional connections out loud to club members. Emphasize the shared history their country's region has with the other presented region. Explain to club members that their lived experience is similar to other GLOW Club members from around the world and they are connected to others by a shared history.

Mentor note: While sharing regional connections, it is important to explain that other communities around the world have been impacted by the social issues of colonization, ethnic discrimination, and racism in similar ways to how it has impacted your community. Increasing our empathy and understanding of another's experience can help us better understand our own. Club members can think of their regional connection as a place that may have been negatively impacted by the same history, but is just as strong and resilient as the people of their home country.

If time permits, please read through the other regional connections, outside of your own, outlined above. While reading through the additional connections, you may find that those connections apply to your region as well. If there is any information that you think is relevant to your club members and community, please share.

5. Present the Regional Connection World Map to club members as a visual representation of the connection they have with another place in the world and the other connections that are made in outside regions.
6. Take any questions about regional connections
7. Transition club members into the next activity.

Art Release Activity:

In this activity, club members will create art to help them process their emotions. Emotional self-management is an important tool, especially when we discuss challenging topics.

1. Explain to the club members that it can be hard to hear about bad things that people have done and continue to do to people. It can be especially difficult when we have personal experiences with things like racism, ethnic and cultural discrimination, colonization, and other forms of racial/cultural violence.
2. Ask the group what they do when they feel overwhelmed by information. Take a couple of shares from the group.
3. Explain that today, members will do an activity where they use art to release their emotions. Give each member something to draw on or instruct them to open up their journal and carefully rip out a page. Pass out colored pencils, markers, or pencils.
4. Ask the group to think about what colors remind them of certain emotions. What color reminds them of happiness? What color reminds them of sadness?

Facilitation note: If you do not have colored pencils or markers, skip this and only explain the next instruction about the meaning of lines.

5. Tell the group to think about what lines mean. What emotion does a jagged line remind them of? What about a dotted line? A thick line?
6. Ask the members to draw how learning about their regional connection made them feel. Explain that they will have a short moment to scribble their picture. It should not be perfect and does not need to be pretty. Explain that they should draw without thinking too much.
7. Give the club members 5 minutes to create their drawing. If you have more time, you can extend the drawing period.
8. At the end of the time, tell the club members to stop their drawings.
9. Ask if anyone wants to share what emotions are in their drawings. Ask them what it was like to put their emotions in their scribble art.

Debrief Questions:

- How did it feel to learn about your regional connection's history?
- How does it feel to know that other GLOW Club members have gone through a similar history as you and your fellow club members?
- If you could share anything with the club members who are in the same regional connection group as you, what would you say?

In-Club Celebration Curriculum Final Week of February

Materials:

- Journal or Paper
- Pens and pencils
- Markers, crayons, colored pencils
- Chart paper definitions
- Additional chart paper
- Tape
- Speakers and music selection

Welcome & Overview of the Day (10 minutes)

1. Start by welcoming everyone to the space and bringing all members together into a circle. Mentors should begin by sharing the purpose of today's club time and how it will be different from normal sessions. Also explain how the previous week's Girl Talk Discussion ties into what they will be doing today, and the flow of the day's activities.

Mentor note: The purpose of the final activity is to take everything that has been learned in the

first three sessions and create a visual message of empathy and solidarity to the regional connections made. Club members will think about how their history has influenced their lives, the lives of their community members, and the lives of those living in their paired region. While reflecting on the social issues of discrimination, colonization, and racism, club members will also create ways to positively move forward and heal as a collective group.

2. Share with members that they will continue learning about their regional connection made in the previous session and create an art piece that will be shared with their regional connection club members to view. This is a moment for club members to continue to build empathy toward the other members within their regional connection and understand the impact of their shared history.
3. State that members will also have the opportunity to reflect on how the social issues they have learned about, play a role in their lives and the lives of others within their community and around the world. They will also begin the process of releasing any negative feelings or emotions that have occurred while learning.
4. Take any final questions about the day's flow from club members and then transition them into the GLOW Together, icebreaker.

GLOW Together: The Good Things (10 minutes)

In-person Instructions:

1. Start by gathering all club members into a circle.
2. Pair off each club member with another; if there is an odd number, members can be in groups of three.
3. Instruct each member to individually answer the following questions:
 - a. Think of one good thing that has happened recently in your life
 - b. Something good about my community is...
 - c. Think of one good thing about yourself and your culture
4. Once members have thought about their questions individually, give them time to share amongst their pairs.
5. After pairs have shared, bring all club members back in the full circle and ask for anyone to share their "good things" or anything good they have heard from their partner.

Virtual Version Instructions:

1. Show the follow questions to the club members by sharing your screen or typing them in the chat box, and ask them to either write down or think of their answers to all of them:
 - a. Think of one good thing that has happened recently in your life
 - b. Something good about my community is...
 - c. Think of one good thing about yourself and your culture

2. Give members a few minutes to think of their answers. Go one by one around the group and ask club members if they would like to share one of their answers.

Mentor note: If the club members are reluctant to share, you can always go first as an example.

3. Once each member has been given the opportunity to to share an answer, thank them all for their answers. Ask them if they learned anything about their fellow club members. Ask them what it was like to think of things they might be happy about or grateful for. Take a few shares from the club members.

Reintroduction to Social Issues & Regional Connections (5 minutes)

1. After the Welcome and Overview of the Day, invite members back to their seats for a full group reintroduction to the previous weeks topics.
2. Revisit chart paper definitions for club members to review and restate the main points shared and discussed during the first two sessions.

Facilitation note: For club members who need more explanation, review each term that has been discussed during the course of the month. For club members who may have had more experience with these topics, ask them to restate definitions in their own words and think more about how the social issues have made an impact in their lives and communities.

3. The following definitions should be reviewed: colonization, resistance, and discrimination, cultural and ethnic discrimination.
4. Also, review and restate the facts that have been outlined in the packet above, under the *Important Facts* section.
5. Review the regional connections that have been made in the last session as well. Restate which region your club members are in and the region that they have been paired with.

Facilitation note: If helpful, restate the entire regional connection summary to the group. If members have a good understanding of the connections already, allow them to share the key takeaways they have learned about the connection and its importance.

Grounding Exercise: Mini Dance Party (5 minutes)

After the first introductory exercise is complete, here is a moment to release any additional emotions from what they have been learning all month. This is a moment for members to physically release their feelings and have fun together.

1. Put on music for participants to listen to
2. Allow them to dance, jump, run, and play
3. Encourage participants to be as loud and expressive as they want

Mentor note: If you feel comfortable, dance and jump around with participants as well.

Group Brainstorm (10 minutes)

1. Before beginning the full art activity, begin a brainstorm session with club members to think about what message they would like to share with their regional connection. The art activity will be a visual and artistic representation of their message and messages should express the connection and shared history between the regions. This is a moment for club members to tell other members in a different region, how they feel about sharing a similar history and the importance of their historical bond. This activity is meant to increase club member's empathy building skills and overall solidarity.
2. To begin, have members think about their regional connection and their shared background. Next, ask members to think about the following questions and write down their ideas on a piece of chart paper:
 - a. If you had the opportunity to meet another member from your regional connection, what would you want to say to them?
 - b. What are some of the top three similarities you have with your regional connection?
 - i. How can we visually represent those similarities?
 - c. What are some positive similarities do your regions share?
 - i. How have you both been resilient and strong throughout your past?
 - d. What is something encouraging or uplifting, you can say about the regional connection you have been paired with?

Virtual Facilitation note: If you are meeting virtually, use your preferred platform to share the brainstorm while you write down their responses. You can use Zoom Whiteboard or Draw.Chat, or any platform where you can annotate documents together.

3. Share with members that what they create today will be shared with their paired region. Mentors will take a photo of what has been made to share out.

Art Activity: (25 minutes)

After the group brainstorm, the group will decide what they want to create to share with their partner region(s) and then they will make it together.

Instructions:

1. Have the members look at their ideas from the brainstorm. Give each member a pencil or marker to put a dot next to 2-3 ideas they most want included.

Virtual Facilitation note: If you are meeting virtually, use your preferred platform to share the brainstorm and have all the club members annotate it. You can use Zoom Whiteboard or Draw.Chat. Ideally, use the same platform you use in the brainstorm activity.

2. Once each member has marked their favorite ideas, make a circle around the top three ideas they want to include.

Facilitation note: If when you get to the 3rd and 4th most popular ideas and there is a tie, you can

include 1 more idea. If there are too many well liked ideas, have the members raise their hands to vote on which of the ideas they want to include.

3. Ask the group how they want to put these ideas together.
 - Do they want to represent each idea with images, words, or both?
 - i. If they want to use an image, they should make the final decision on what that image will be.
 - Explain that they will have a piece of chart paper to work on. Where should each idea go on the page?

Virtual Facilitation note: Continue to share the image of their ideas while you discuss the plan together.

4. Give the group a piece of chart paper. Each club member should write or draw a part of the images or lines in the messages. If you have a large group, members can also color in background space and decorate the paper.

Virtual Facilitation note: Open up a tab in [Draw.Chat](#), then send the club members the link. Continue the activity as described but in the virtual drawing room. Do not close out of the tab until after the members have finished and you have saved the drawing from the website.

5. While they are working, tell the group that they should all find a place on the paper to sign or write their names. The best place to sign would be somewhere at the bottom of the paper, or along the edges.
6. Ask the group to give each other your club's affirmation sign for making a wonderful message to share with their regional connection. Tell the girls something about the message that you really like. Ask the girls what their favorite part about the message they've created is.
7. Either after the activity or after the club session is over, make sure to take a photo of the message and send it to your PC.

Virtual Facilitation note: Download or take a screenshot of the message and send it to your PC. Do not close your drawing tab before you are sure you have properly saved a copy of the message.

Processing Our Emotions (15 minutes)

After the art activity is complete, invite members back to their seats for an activity to think about processing trauma

1. Explain to the club members that in this curriculum we have spent a lot of time talking about history and harmful actions people have taken against others, and that these harmful actions and harmful ideas continue to be a problem. When we look at the news today, we can see stories of people harming others because of their race, nationality, ethnicity, or culture. We can see it in our communities, and we can even hear harmful ideas in our own minds.

Sometimes, stories like those we have talked about can remind us of times we have been harmed and other times just hearing about these stories can feel terrible. A psychological impact we can have from both of those things is something called trauma and secondary trauma. We do not always experience trauma in these two situations, but it is possible.

2. Define the terms **trauma** and **secondary trauma**.
 - a. **Trauma:** A deeply distressing or disturbing experience.
 - b. **Secondary Trauma:** Indirect exposure to trauma through hearing a someone's story or reading about a traumatic event

3. Explain that while dealing with trauma, or even just painful feelings, can be challenging. Fortunately, there are a lot of ways to heal from difficult events and experiences.
 - a. **Forgiveness:** There is some research that shows when you let go of bitterness or resentment about something or towards someone, you can experience improved mental health (less stress and anxiety).³¹ It's important that we honor our emotions and feelings in forgiveness; it is okay to feel angry or sad about something harmful that was done to you or that you saw or heard. You may always remember what happened, but forgiveness can make it so that you do not always feel the same amount of hurt when you think about it.

 - b. **Relaxation Techniques:** There are many ways to help yourself relax when you are feeling especially challenging feelings. You can move your body: go for a walk, jump in place, dance a silly dance, or play with friends. You can also do any activity while paying special attention to each detail (how it feels, what it smells like, what it looks like, what it sounds like). You can also do some of the deep breathing exercises we do during club time.

 - c. **Ask for help!:** It can be difficult to heal by ourselves. It is important to ask for the support of your trusted caregivers, friends, or mentors when you need it. Trusted caregivers can help you directly, or help you find an activity (like a craft or therapy) that will help you feel better. There is nothing wrong with asking for help!

Mentor note: As this curriculum comes to a close, share with members that they can practice these techniques in relation to everything they have learned throughout the month. Learning about painful histories and the experiences their ancestors have gone through, can bring up negative emotions for club members. Releasing those feelings and letting go of the traumatic past can allow for a collective healing process. Forgiving ourselves and others for harmful behaviors can influence our future actions and help us not make the same mistakes.

4. After members have learned about trauma, secondary trauma, and healing techniques, introduce the following mantra or chant, as something they can recite to themselves while processing and reflecting on a traumatic event.
 - a. *I can forgive myself because it can heal me, I can forgive others because it can heal me.*
 - b. *I can learn from my harmful actions and the harmful actions of others in the past and the present*

Mentor note: The above mantras allows members to forgive themselves for any potentially harmful behaviors they may have reproduced in their past and learn from that experience. At times, we unconsciously discriminate against another group or treat them as less than, because of our own biases. Forgiving ourselves for our actions, allows us to heal. It also gives us the opportunity to forgive others for their harmful actions, and let go of the pain their actions might have caused us. Both aspects are important to the healing process.

5. First recite the mantras to the full group and if possible, write it down on a piece of chart paper.
6. Next, allow for each member to shout it back to the group.

³¹ <https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/forgiveness/art-20047692>

7. Transition members to the next mantra; this will help them recognize when they may feel upset, hurt, or uncomfortable, and ways they can manage their emotions.

- a. *I recognize my negative feelings and deserve help and support.*

Mentor note: This mantra tells members that even though they may have experienced something negative or may not feel their best, they still are deserving of support and love. Emphasize that if members are not feeling good, they can reach out to you and their other support systems, for help.

8. Write this mantra on a piece of chart paper and recite it to the full group to hear.
9. Again, allow for each member to shout it back to the group.

Full Group Conclusion (10 minutes)

For the full group conclusion of the day, Mentors can summarize everything members have learned and discussed today and over the course of the month. You can say,

Over this month of February, we have learned about different social issues and how they have had effects on people personally as well as entire communities and cultures. We have also learned about other's experiences and connected our histories to theirs.

A lot of the information we have learned this month, might have made us feel uncomfortable, sad, upset, or confused. All of your feelings are okay to have and express. If you feel comfortable sharing your feelings with your club members or your Mentor that is fine and you can also share what you have learned with your family and friends. However, this can be hard to talk about with outsiders who might not fully understand the impact of the social issues we learned about, or those who may not have experienced it themselves. Be patient when explaining these topics to others and be aware that everyone has different levels of knowledge. If you would like advice on how to talk about these topics to others outside of this club or just want to continue the conversation and learning after this month, we can further this discussion! Also remember that, you always have the power and choice to treat all individuals with respect and kindness, no matter their skin color or cultural background.

After Mentors have provided a recap, transition members into a full group discussion on how they have felt throughout this learning process and to think about ways they can link this information to their own lives. Mentors can guide their group discussion in any way; if guided discussion questions are helpful, here they are as follows:

- What is something you learned throughout this entire month?
- What is something you learned specifically today?
- How did you feel while completing today's activities?
- How do you feel knowing that you have another region in the world you are connected to?
- Why do you think we celebrated Black History Month and learned about social issues?
- How will you use this information in your future?
- What are some ways you can share the information you learned today, with others?
 - Who would you like to share with?

Thank you for participating in this program!
We welcome your feedback about these activities

Appendix:

Talking with children about racism

Don't avoid talking about it.

Racism and violence are things parents are reluctant to address, wanting to protect children from being frightened or upset. But children can come to harmful conclusions about race when it's not discussed openly.

Try to be calm and factual.

Children take their cues from parents, so talking to them calmly helps them process information. You don't have to be a robot! It is appropriate to have emotional reactions, but try not to let them overwhelm the conversation.

Validate their feelings.

Do your best to acknowledge whatever fears, anger or other negative feelings come up for them. This will look different for every child. Your child might be afraid of riots or they might be afraid of being hurt by the police themselves.

Encourage questions — and don't worry if you can't answer them.

