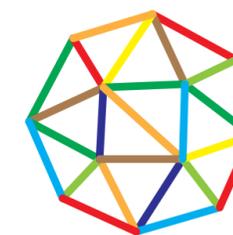




Opportunities for Educators



Global
Lives
Project



The Global Lives Project celebrates the diversity of human experience through video, and encourages discussion, reflection, and inquiry about the wide variety of cultures, ethnicities, languages, and religions on our planet.

**Our goal is to foster
empathy and
cross-cultural
understanding.**

“The Global Lives project is the single most powerful empathy-building tool I’ve ever experienced.”

-Jane McGonigal, Game designer and author, *Reality is Broken*

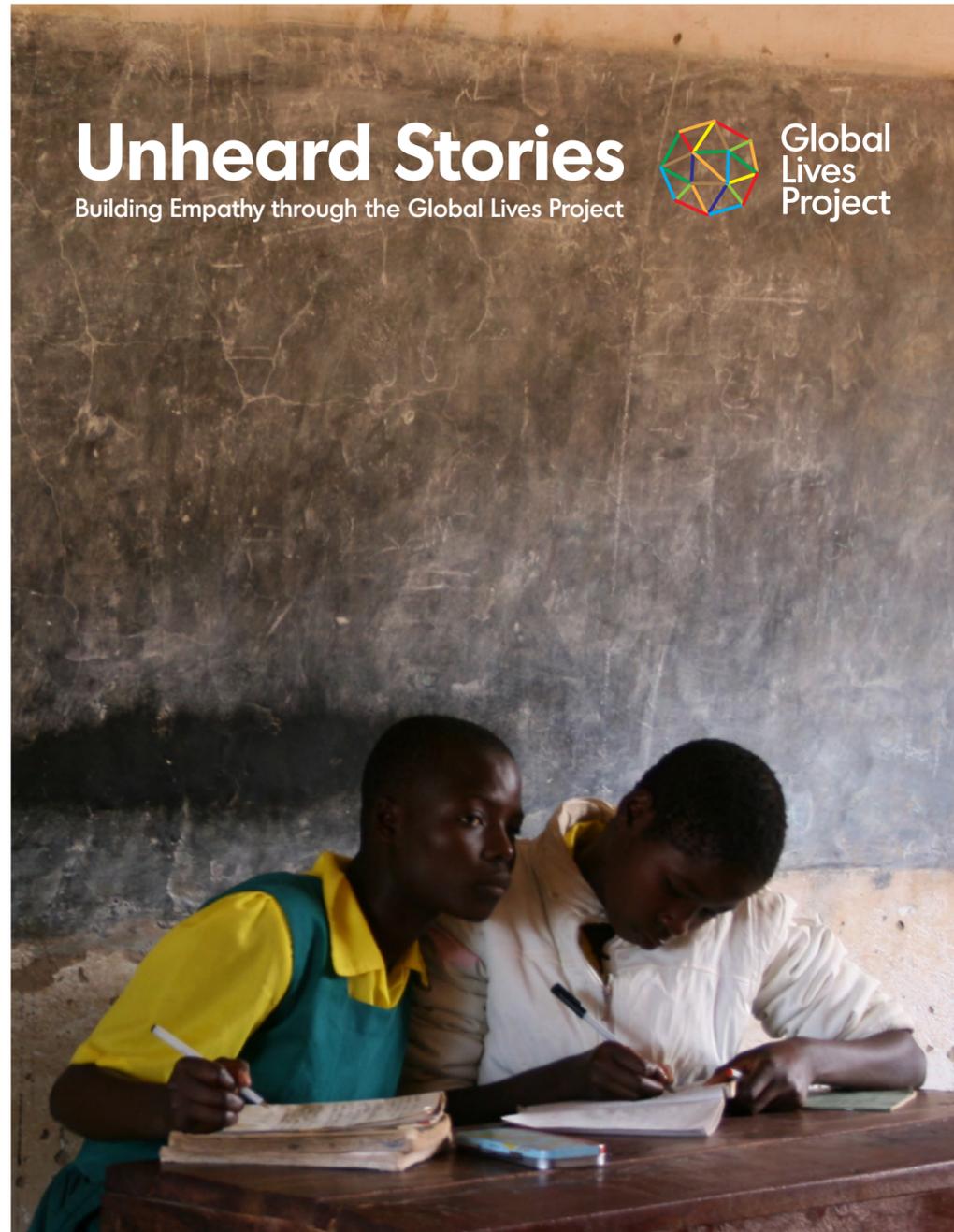
“David Harris’ presentation of his fascinating Global Lives Project was inspiring: one of our best assemblies in a long time and one of our most humane, creative, and thoughtful.”

-Harry Bauld, Horace Mann School English teacher, Author of *On Writing the College Application Essay*, and former Ivy League admissions officer

“It not only allows students to see how people from other cultures around the world live, it connects their curriculum and school to the greater global community. It also connects them to a more local community of arts and artistic journalism.”

- **Jessie Martinez**, 6th grade teacher at Gateway Middle School

Unheard Stories Curriculum



Lesson 1: Who am I?

This lesson explores the multidimensionality of identity and helps students to define their identities, including the relevance of one's identity to one's everyday life. It will engage students in thinking about the complexity of identity and the way that identity can influence one's behavior.

Goals
*(learning goals indicated by *)*

By the end of the lesson, students will be able to:

- Recognize how categorization can make life simpler.
- Describe themselves in terms of their different identities, including their roles, group affiliations, personal characteristics, etc.*
- Recognize that identity is complex.*
- Recognize that making judgments about someone's identity may not equate to how that individual defines him/herself.*
- Evaluate how discrimination can place constraints on someone's right to determine her/his own identity and reduces her/his complexity as an individual.*

Overview

In this lesson, the students will be introduced to Global Lives Project through an introductory video. The students will then watch a Global Lives Project clip of Zhanna from Kazakhstan and create an identity map of her. They will then create their own identity maps, which will demonstrate their identities in many forms. These forms include: role identities (e.g. sister, son, student, etc.), their group affiliations (e.g. religious, race/ethnicity, political affiliation, etc.), and their core characteristics, interests or aptitudes (i.e. artist, comedian, peace-builder, etc.). After the students create the identity maps, they will share their maps with other students and discuss how certain items are important in defining their identity. The subsequent class discussion will focus on what it means to have multiple identities and what happens when someone is viewed uni-dimensionally. In

conclusion of the lessons, students will read various articles on gender-based, race-based or ability-based discrimination and reflect on the constraints that people place on others' identities based on what they see (i.e. if someone is a woman, African American, etc.).

Assessment

The activities described above, including the creation and discussion about students' identity maps and the analysis of newspaper articles on discrimination, will serve to assess students' achievement of the learning goals outlined above, including an appreciation for the complexity of identity and an ability to evaluate how some individuals/groups are discriminated against based on their identity.

Duration

Up to 1 hour and 40 minutes, including the follow-up activity. (This lesson can be divided into two 90 minute lessons. If this is done, please complete the first lesson at the end of the main activity and start the second lesson with the class discussion.)

Materials

Projector/laptop (to project the abstract art)
Global Lives Project clip of Zhanna - <http://globalives.org/zhanna/>
Recommended video segment: minute 9 through minute 14 of clip
Blank sheets of paper (1 per student)
Markers of different colors

Warm-up
[10 minutes]

- Watch a Global Lives Project clip of Mutu Kumar, from India. Ask students to note down key life events that Mutu describes.
- Discuss as a class the key events that took place in Mutu's life and speculate on how his experiences might have influenced him.
- Based on the discussion, the teacher demonstrates how to create a life map for Mutu.

Main Activity
[40 minutes]

- Students then create life maps, detailing key experiences using symbols and words. Students will create a legend for the symbols and describe in prose why these life events were significant and what they learned from them or how they shaped their beliefs or perspectives.
- Students will use their value list and identity map from previous classes to reflect on where some of their values may have been learned or reinforced through their experiences. They will represent these values in the relevant place on their map.
- Ask students in small groups of three to four to present their life maps to one another.
- Debrief: Discuss as a class how students' life experiences were similar or different from one another.
- Teachers will present three different portraits/narratives by artists and writers as examples of how you can tell your story in many different ways. Students will look at narratives and guess the "story" of that person—what is most important to him/her? What is he/she trying to tell us about his/her identity? See: <http://globalives.org/lifeportraits/>
- Teacher should have students read a narrative they are already familiar with from earlier in the year.

Ball on Tehuacan by Diego Rivera - Source: www.diego-rivera.com

Portrait of Lupe by Joan Brown

weaver, "This is crowd" October 10, 2008 via Flickr Creative Commons Attribution.

JainarajPH, "India Business Trip 27" July 26, 2007 via Flickr Creative Commons Attribution, Noncommercial, No Derivative Works.

mynameisbharthi, "Sany's Family" December 12, 2010 via Flickr Creative Commons Attribution, Share Alike.

Developed by the Stanford Graduate School of Education, our *Unheard Stories Curriculum* cultivates empathy with immersion in the Global Lives video library.



Global Lives Executive Director David Evan Harris addressing a school assembly at Horace Mann High School, New York City

We hold school-wide assemblies where filmmakers speak about the making of Global Lives, answer questions and offer a tour of the exhibit to students during the school day.



Global Lives exhibit at Envision Academy, Oakland, CA, 2014

Global Lives immersive video installations allow students to live alongside our footage of daily life of individuals from **Brazil, Malawi, Japan, China, India, Indonesia, Serbia, Lebanon, Kazakhstan, Nepal, South Korea, Vietnam, Turkey, Colombia, Spain, Canada and the United States.**

Demonstrated Impact

44% of students surveyed after the program indicated that they feel protective of someone who is being taken advantage of

compared to 29% of students surveyed before the program

30% of students surveyed after the program reported that they speak up when they witness something they consider wrong

compared to 15% of students surveyed before the program

Demonstrated Impact

26% of students surveyed after the program indicated that they take interest in community and world issues, and often seek solutions

compared to 8% of students surveyed before the program

37% of students surveyed after the program felt they can make a positive difference in the world

compared to 21% of students surveyed before the program

Professional Development Workshops

We offer custom professional development workshops with Global Lives educators to develop multi-disciplinary lessons, integrated unit plans and enrichment activities for elementary, middle and high school.

Let's make it happen!

To purchase the Global Lives curriculum, Unheard Stories, or to start planning an exhibit, assembly, or community event at your school, send an email to **education@globallives.org** or fill out our educator interest form at **globallives.org/educate**.