

diversity dialogue day 2015-2016 FINAL REPORT



VIRGINIA CENTER FOR
INCLUSIVE
COMMUNITIES




diversity
dialogue
day



VIRGINIA CENTER FOR
INCLUSIVE
COMMUNITIES

MADE POSSIBLE BY
Dor

Just because I'm A
Christian doesn't mean I
judge everyone's everything



#morethanastereotype

HAMPTON CHRISTIAN ACADEMY
WARRIORS

Jamir

PT
ACAD

2015-2016 DIVERSITY DIALOGUE DAY

co-sponsored by



ACHIEVING SUCCESS THROUGH INCLUSION

The Virginia Center for Inclusive Communities works with schools, businesses, and communities to achieve success by addressing prejudices, in all forms, in order to improve academic achievement, increase workplace productivity, and enhance local trust. Through workshops, retreats, and customized programs that raise knowledge, motivation, and skills, VCIC develops leaders who work together to achieve success

CONTACT US AT 804-515-7950 **OR VISIT OUR WEBSITE AT** www.inclusiveva.org





SNAPSHOTS

ABOUT DIVERSITY DIALOGUE DAY

2015-2016 school year

OVERVIEW

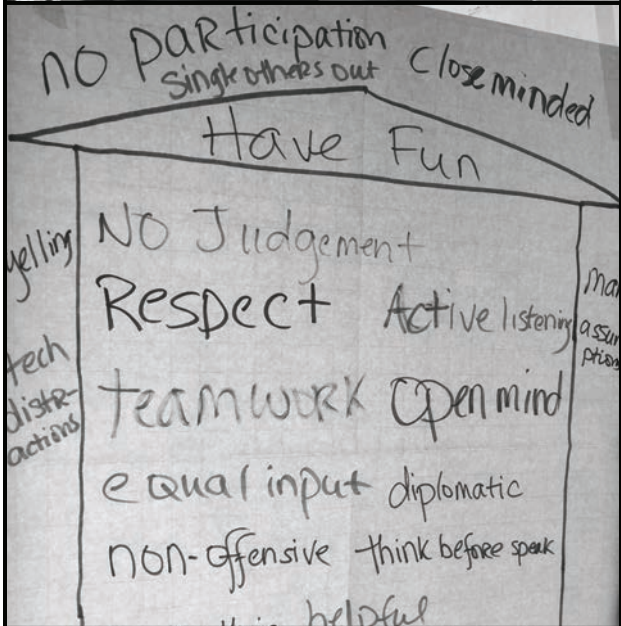
A one-day high school forum, Diversity Dialogue Day (3D) is open to all high school students and educators in each of VCIC's chapter locations. The program is designed to bring students through a process of awareness to action. 3D gives youth an opportunity to develop solutions to create a more inclusive environment at their school. It's a chance for students to learn about discrimination and prejudice, talk with their peers about problems facing their schools, and get motivated to create change!

GOAL

To increase high school youth's sensitivity to and awareness of diversity issues so that they can create school and community environments free from the distractions of prejudice, stereotypes, and bigotry.

WHERE

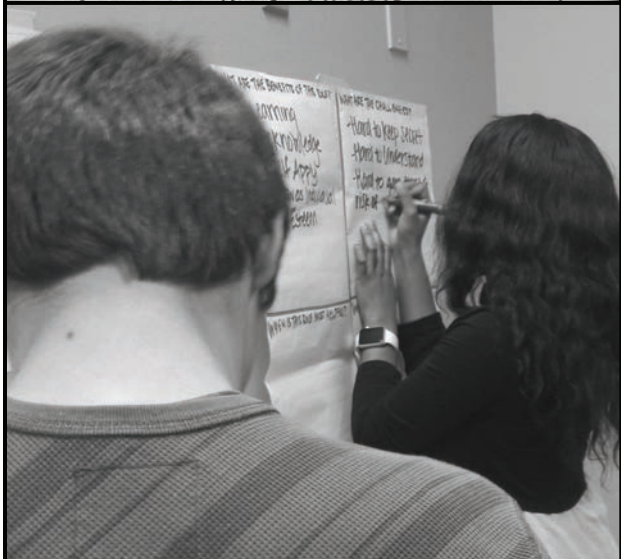
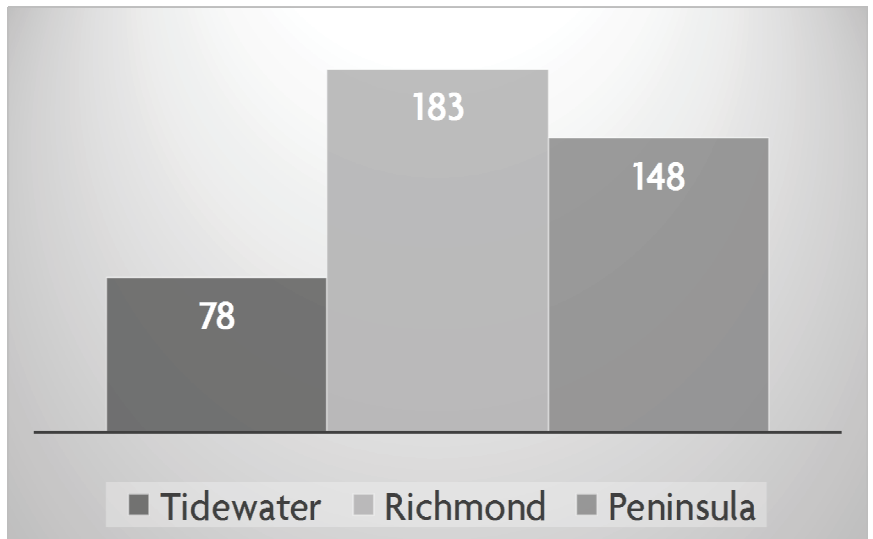
In the 2015-2016 school year, Diversity Dialogue Day forums sponsored by Dominion Resources took place in three regions across Virginia: Peninsula (including attendees from Hampton, Newport News, Williamsburg-James City County, and York County), Richmond (including attendees from Chesterfield, Goochland, Hanover, Henrico, New Kent, Prince George, and Richmond), and Tidewater (including attendees from Norfolk and Virginia Beach).



TOTAL NUMBER OF PARTICIPANTS

In total, 409 students, educators, and volunteers came together across three regions to address how they can effectively combat prejudice in their schools.

PARTICIPANTS BY REGION



DIVERSITY DIALOGUE DAY

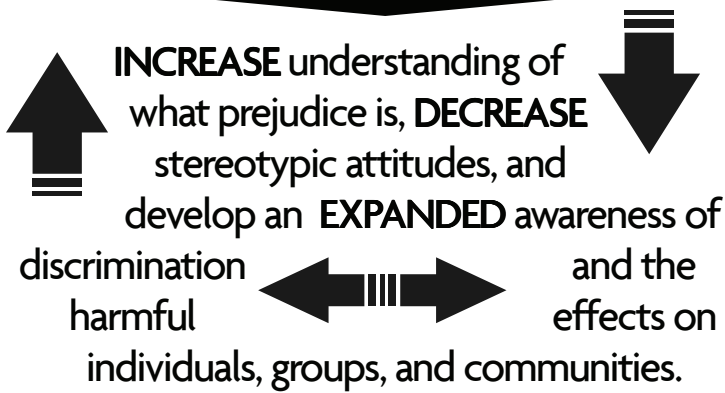
GOAL and OBJECTIVES

2015-2016 PROGRAM

GOAL

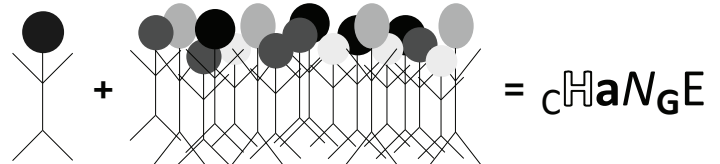
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objective #1



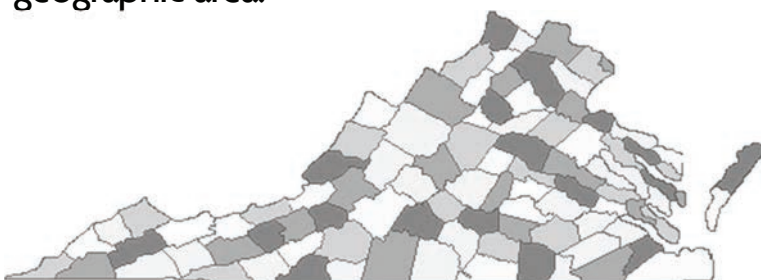
objective #2

Develop an increased sense of personal empowerment and recognize the positive impact they, as individuals and as groups of students, can have on their own schools and communities.



objective #3

Create connections with peers from a similar geographic area.



objective #4

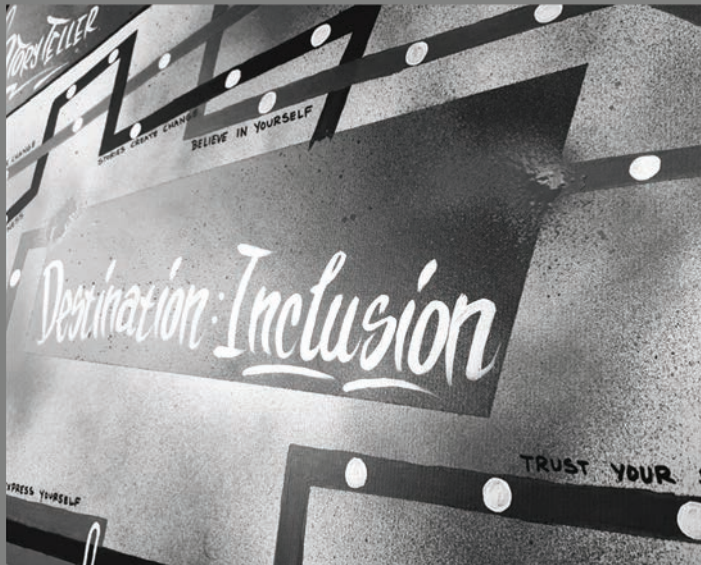
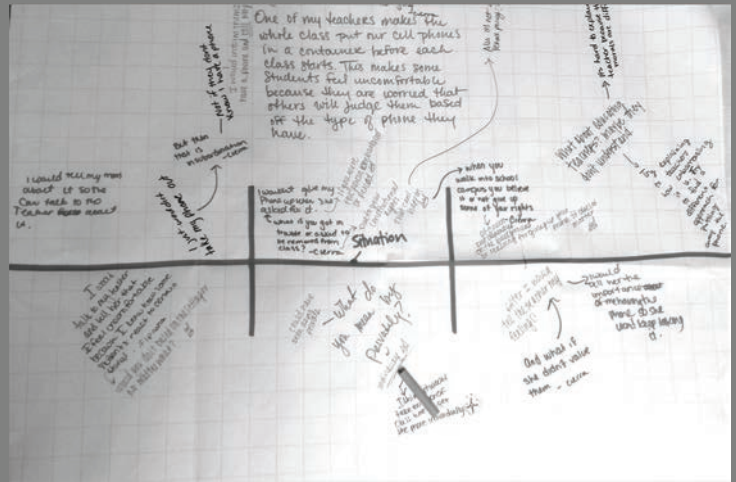
Be exposed to diverse perspectives.



HOW DID WE DO THIS?

In the Fall...

We traveled to Hampton University and the University of Richmond to talk about how we are all #MoreThanAStereotype. In this curriculum, students learned to recognize stereotypes and understand how they contribute to prejudice and intolerance. In the large group workshop, students participated in an interactive activity that helped them to get a sense of how different people in the room have experienced stereotypes based on social identity. In their small groups, students took part in learning activities that explored personal experiences with discrimination and considered ways to take action before, during, and after a prejudicial event to create positive change. At the end of the



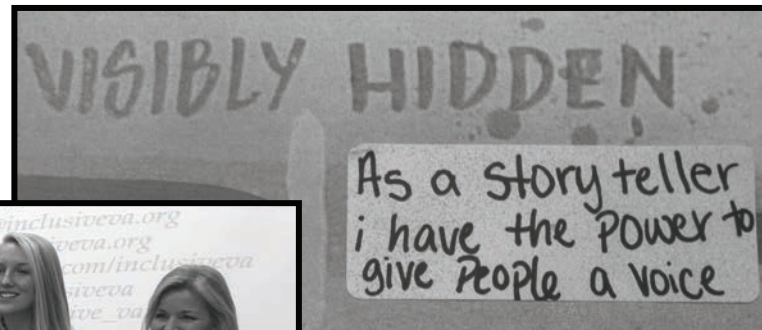
In the Spring...

At Old Dominion University in Norfolk, we discussed the #PowerInStory. This new curriculum, co-designed with I AM MY LIFE, gave students the opportunity to explore the three roles present in story telling: Listener, Connector, and Story Teller. From there, students considered how they embody these roles in order to reduce prejudice in their school, whether it means helping someone to find their voice, connecting someone with the right resources, or just being a supportive upstander or ally when others are feeling left out or discriminated against. At the end of the

day, students created a map in their breakout rooms that symbolized that even though we may be on different paths, we all want to get toward inclusion. Each breakout room's map was then put on display for all to view during a "gallery walk" as they entered the large group work space

COMMITMENT TO CHANGE

Diversity Dialogue Day provides a space for youth to come up with great ideas to address some of their school's most challenging problems. At the end of each Diversity Dialogue Day forum, students are asked to make commitments to themselves and to each other in order to bring about positive change in their schools and communities. At the end of the programs in Peninsula and Richmond, students were asked to share empowering messages about how they can use social media to combat stereotypes. At the end of the Tidewater program, students were asked to think about how their role in story telling is an integral part of creating more inclusive schools. Here are some examples of their work:



EDUCATORS SAID...

"I will continue to work with the students with the concepts they have discussed and shared to make our school more inclusive."

"It was a powerful experience. I enjoyed the conversations that the teachers were asked to have in the break out sessions."

"This is an important annual tradition [for our school because] exposing more students to the work is invaluable."

"We always attend DDD and it is important for the students that are coming into the school continue this experience and program."

EVALUATION RESULTS



In the fall...

95% Percentage of students who agreed that they are more aware of how their own experience with stereotypes has shaped their opinions.

92% Percentage of students who agree that Diversity Dialogue Day made them more aware of where and when people in their school might feel excluded based on stereotypes.

In the spring...

92% Percentage of students who agreed that the program made them more aware of how the power of story telling can shape the experiences of

93% Percentage of students who said they are more motivated to work with people who are different from them.



Over all three programs...

94% Percentage of students who reported that the Diversity Dialogue Day program gave them an increased awareness of the experiences of people who are different from them.

Educators:

98% Percentage of educators who agreed that attending Diversity Dialogue Day was valuable.

92% Percentage of educators who reported that they learned new ways to discuss and address divisions based on stereotypes.

98% Percentage of educators who said that they would like all students and educators in their school to participate in a program like Diversity Dialogue



This final report was prepared by:



804.515.7950 • contact@inclusiveva.org • www.inclusiveva.org

SPECIAL THANKS

Dominion Resources
Hampton University
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Volunteers

Shana Bennett*	Anita Kozakewicz
Tracy Bourne	Rebecca Loizides
Harrol Christian	Christopher Long*
Jennifer Culhane*	Lauren Maldonado
Catherine Estevez	Jennifer Mangus*
Michele Ewing	Jennifer Miller
Stephanie Flores	Shawn O'Keefe
Nikketa Foreman*	Teresa Olson
Jenn Garcia	Megan Palko
Deborah Greenberg	Melissa Politan
Shaunta Hodge*	Genie Pratt*
Nadyia Horning*	Rita Raphael
Michael Jackson	Paitra Russell
Tresa Jackson	Rich Sharp
Austin Jones*	Kayla Simon*
Courtney Jones-Addison	Ericka Smith
	Adam Tanenbaum

**Dominion Employees*

