

diversity dialogue day 2016-2017 FINAL REPORT



2016-2017 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 throughout the Commonwealth.

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



SNAPSHOTS

ABOUT DIVERSITY DIALOGUE DAY

2016-2017 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 guide 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

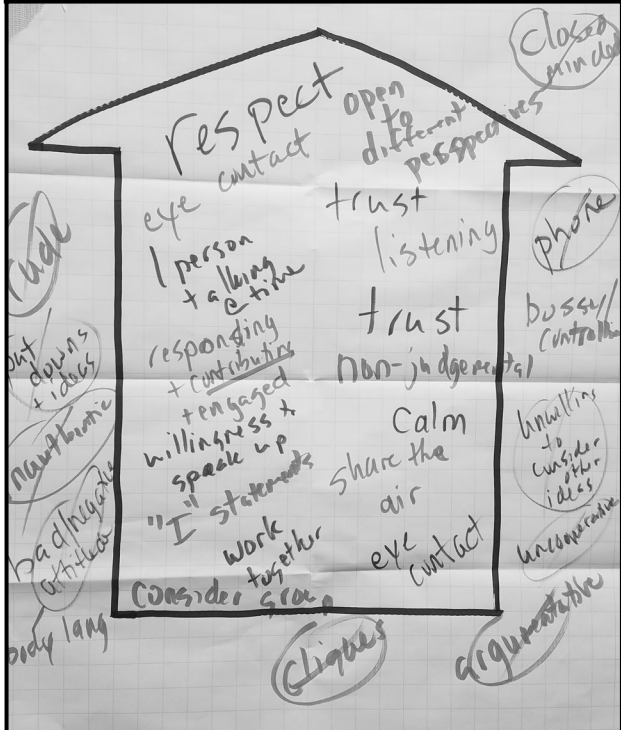
To increase high school youth's sensitivity to and awareness of diversity issues so that they can create school and community environments free from the distractions of prejudice, stereotypes, and bigotry.

WHERE

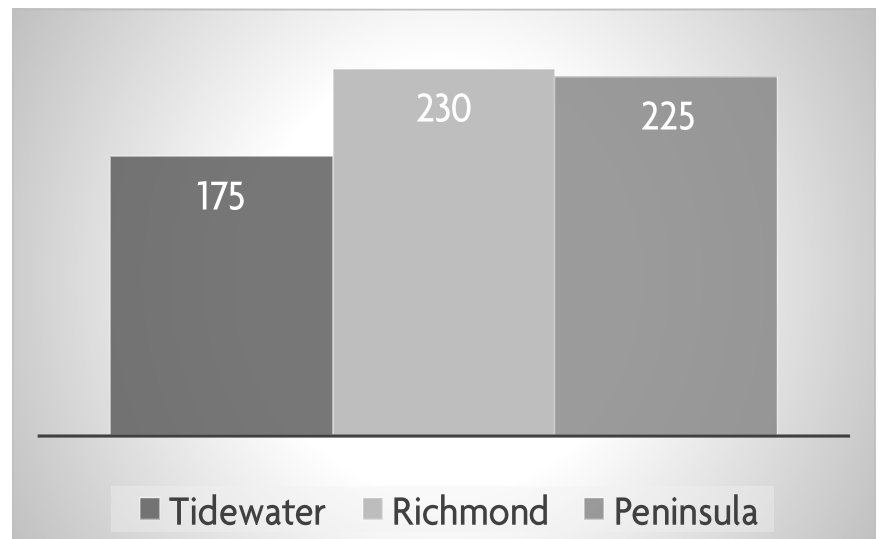
In the 2016-2017 school year, Diversity Dialogue Day forums sponsored by Dominion Energy took place in three regions across Virginia: Peninsula (including attendees from Gloucester, Hampton, Newport News, Poquoson, Williamsburg-James City County, Suffolk and York County), Richmond (including attendees from Chesterfield, Fredericksburg, Hanover, Henrico, New Kent, Prince George, and Richmond), and Tidewater (including attendees from Chesapeake, Norfolk, Portsmouth, and Virginia Beach).

TOTAL NUMBER OF PARTICIPANTS

In total, 630 students, educators, and volunteers came together across three regions to address how they can effectively combat prejudice in their schools. This is an increase of 221 participants from last year.



PARTICIPANTS BY REGION



DIVERSITY DIALOGUE DAY

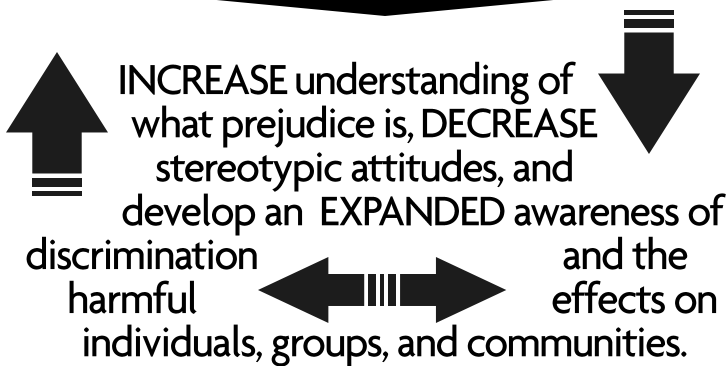
GOAL and OBJECTIVES

2016-2017 PROGRAM

GOAL

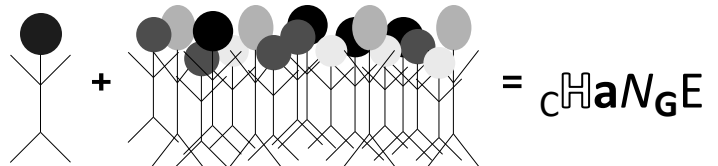
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objective #1



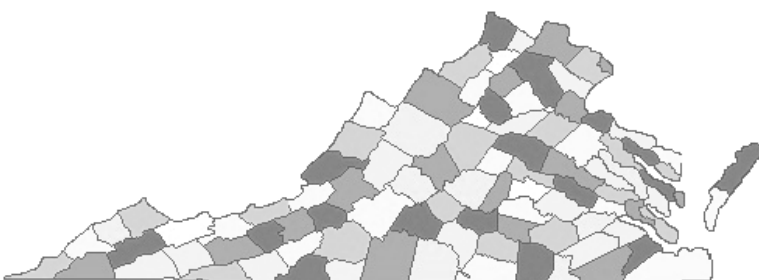
objective #2

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...

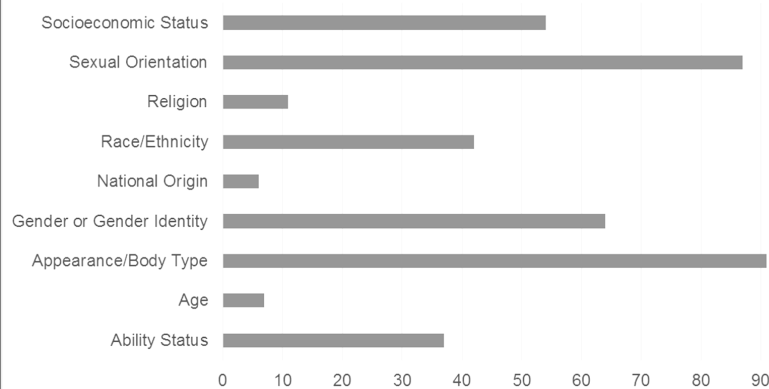
We traveled to Hampton University and the University of Richmond to talk about the #PowerInStory. This curriculum, co-designed with I AM MY LIFE, gave students the opportunity to explore the three roles present in story telling: Listener, Connector, and Story Teller. Students considered how they can use these roles 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. At the end of the day, students created a map that symbolized our different paths, recognizing that we want to work toward inclusion. Each breakout room's map was then put on display for all to view during a "gallery walk" at the end of the day.



In the Spring...

At Old Dominion University in Norfolk, participants experienced a new format and curriculum that focused on Breaking Down Bullying. As students arrived, they were welcomed into a large group workshop where they saw their own pre-survey data reflected back to them, while also exploring definitions related to bullying, diversity, and inclusion. They were introduced to VCIC's Cycle of Prejudice framework, and participated in skits that illustrated how conditioning, thoughts and expectations, deliberate avoidance, and verbal dehumanization related to bullying. Once students moved to their breakout room, they got to know one another and discussed how relational aggression shows up in their schools and communities. Students were asked to consider times when they may have been a bully, bystander, upstander, or ally throughout their life, particularly in the face of bullying. To close the day, students made personal commitments to set themselves up as a successful ally or upstander when they witness the Cycle of Prejudice in their school.

Please check up to three identities that you think are most often bullied in your school



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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 were asked to think about how their role in story telling is an integral part of creating more inclusive schools. At the end of the Tidewater program, students were asked to think about how they can be an upstander or ally who works to break the Cycle of Prejudice.



STUDENTS SAID...

"My Diversity Dialogue Day experience helped me understand the exclusion that others are going through and how to improve my school."

"It was wonderful. I met some wonderful leaders and students. I am so excited for next year."

"I was skeptical of it at first, but it turned out to be a really fun and educating experience."

"It helped me recognize the flaws in schools and how we, as students, can come together to fix the flaws. (I had a blast.)"

"The D.D.D. helped me to be able to create a better understanding of not only myself but others as well, and why we do the things we do."

"Diversity Dialogue Day was an informative as well as engaging experience that I will cherish and look back on."

EVALUATION RESULTS



In the Peninsula Region...

84% Percentage of students who agreed that they are more aware of how the power of story telling can shape the experiences of students in their school.

83% Percentage of students who agree that Diversity Dialogue Day made them more motivated to make their school a place where different people and groups can feel welcome to share their stories.

In the Richmond Region...

91% Percentage of students who agreed that the discussion of their stories and social identities made them more aware of the power of story telling.

92% Percentage of students who said they are more motivated to work with people who are different from them.



In the Tidewater Region...

91% Percentage of students who believed that they could contribute to reducing bullying in their school.

93% Percentage of students who reported that the Diversity Dialogue Day increased their motivation to make their school a place where different people and groups can feel like they belong, achieve and contribute.

Across all three regions:

90% 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.

92% Percentage of students who somewhat agreed that Diversity Dialogue Day gave them the new skills to help make their schools a more inclusive place.



This final report was prepared by:



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SPECIAL THANKS

Dominion Energy
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Volunteers

Jacque Allen	Delores Kimbrough
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Michael Jackson	Vera Thoms*
Shakira Khan*	Michael Williams

**Dominion Energy Employees*

