



diversity
dialogue
day



VIRGINIA CENTER FOR
INCLUSIVE
COMMUNITIES

2012-2013
FINAL
REPORT

2012-2013 DIVERSITY DIALOGUE DAY

co-sponsored by



VIRGINIA CENTER FOR
INCLUSIVE
COMMUNITIES



Dominion[®]

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 2012-2013 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

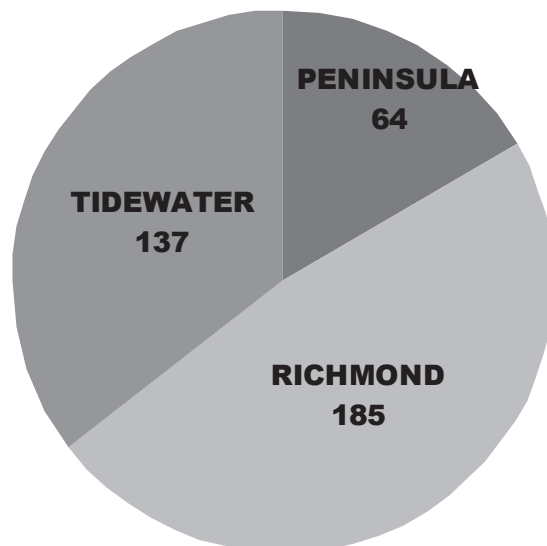
In the 2012-2013 school year, Diversity Dialogue Day forums happened in three regions across Virginia: Peninsula (including Hampton, Newport News, Poquoson, Williamsburg, and York), Richmond (including the city of Richmond, Chesterfield, Goochland, Hanover, and Henrico), and Tidewater (including Chesapeake, Norfolk, Portsmouth, Suffolk, and Virginia Beach).

TOTAL NUMBER OF PARTICIPANTS

In total, 386 students and educators came together across three regions to address how to effectively combat bullying and prejudice in their schools.



PARTICIPANTS BY REGION



DIVERSITY DIALOGUE DAY

GOAL and OBJECTIVES

2012-2013 PROGRAM

GOAL

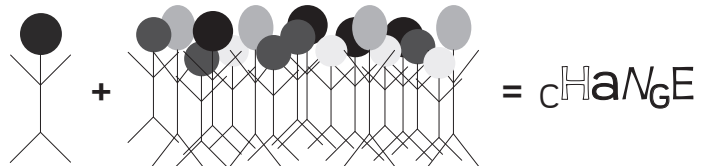
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objective #1

INCREASE understanding of what prejudice is, **DECREASE** stereotypic attitudes, and develop an **EXPANDED** awareness of discrimination and the harmful effects on individuals, groups, and communities.

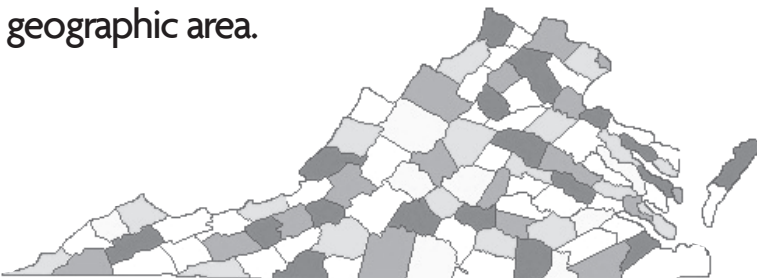
objective #2

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

Build relationships with peers from a similar geographic area.



objective #4

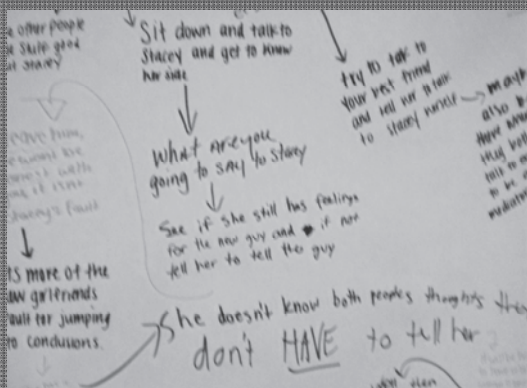
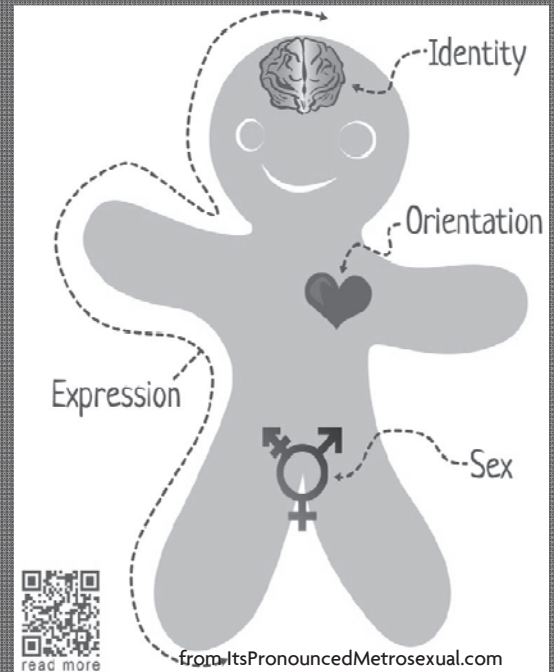
Be exposed to diverse perspectives.



HOW DID WE DO THIS?

In the Fall...

We traveled to Hampton University and the University of Richmond to talk about GENDER STEREOTYPES. We looked at the “Genderbread Person” breakdown of gender identity, sex, sexual orientation, and expression and watched a clip from *Miss Representation*. Students created collages about how they were represented in the media, and they left with action plans on how to end gender stereotyping, discrimination, and bullying at their schools!



In the Spring...

We traveled to Old Dominion University in Norfolk to talk about SAFETY IN SCHOOLS. We looked at how students perceive their school climates in regards to safety and inclusion and also examined statistics on safety in Virginia's schools. Students held

“silent conversations” about real-world scenarios to develop conflict transformation skills and then created group skits to showcase this new knowledge. At the end of the day, students completed personal commitment sheets and pledged to stand up for themselves and others in order to make schools safer for all students.

COMMITMENT TO CHANGE

Diversity Dialogue Day is not your typical one-day assembly program. It is a space for youth to come up with great ideas to solve 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 one another to bring about positive change in their schools and communities. At the end of the programs in the Peninsula and Richmond, Inclusive Communities' staff led the students and teachers from each school group through a process of action planning. At the end of the Tidewater Diversity Dialogue Day, students were asked to make individual commitments to stop negative behaviors, start positive ones, and to continue to act towards creating inclusive spaces. Here are some examples of their work:

GROUP: Hermitage High School	
PROBLEM: Cyberbullying	SOLUTION: Awareness campaign/coincide with "Love Week" in February

Action Steps	Resources Needed	When it is to be Completed	Lead Person(s)	Evidence
Posters & Flyers to post around school	-Art Supplies	January 31, 2013	Art club?	F
PSA on HermTV -get leaders in various areas of school to do ads/PSAs	-Videographer -Camera	January 31, 2013	Mr. Orange (in charge of HermTV)	A
Panthers Against Cyberbullying (PantherPAC) -need to order bracelets & t-shirts	-internet to order red/blue shirts/bracelets	January 31, 2013	Zoe	S g k \$
Make Positive Comments in Cyberspace -Facebook, Twitter -have students commit to participating	-FB/Twitter account for school	January 31, 2013	Diversity Dialogue Team	V v c
Love Week Compliment Cards -give 5 cards w/compliments to student & teacher -as day goes on pass cards to others as they walk through halls	-comment cards (pre-printed)	January 31, 2013	Students (Fonkou, Abby)	C c

Tidewater Schools List 2013 Diversity Dialogue Day

Start

- Including everyone
- Reporting conflicts
- Taking action
- Promote "non-bullying" clubs
- Considering others
- Including foreign exchange students
- Being there for people and offering them help
- A group against bullying
- "being clutch"
- Speaking out
- Being in "curious" mode!
- Helping out with others
- Accepting others
- Being more careful
- Standing up for more people
- Standing up for myself
- Standing up for strangers
- Being careful of the words we say
- Challenge Day
- Being more open
- Standing up for others
- Know which situations to stay out of
- Being more caring about my fellow human

Stop

- People from verbally abusing others
- Judging people
- Racist remarks
- Being judgmental
- Laughing at teachers
- Joking
- Bullying
- Standing by
- Fighting
- Judging quickly
- Caring what others think
- Hanging in the background
- Being a bystander
- Judging
- The jokes
- Being shy
- Over-thinking
- Judging others
- Being aggressive

Continue

- Compassion and prayer
- Keeping school conflict levels low
- Positive communication
- Being respectful
- Being productive
- Being an antiracist
- Standing up for what I believe in
- Being myself
- Being friends to strangers
- Standing up for others
- Reach out to others
- Keep the peace
- Stand up for my friends and my beliefs
- Not bully others
- L.E.A.P of Friendship club/program
- Being friendly
- Being open-minded
- Being an upstander
- LOVE

EDUCATORS SAID...

"Students who attend 3D are able to share what they learned and engage their peers in 'difficult' conversations."

"It definitely catalyzed my students to take positive action."

"It provides students a creative venue to think through the issues."

"As a result of attending this program, we will be able to help others who were unable to attend understand more about diversity and safe schools."

"This day creates excitement about inclusiveness and empowers students."

EVALUATIONS



Peninsula Students

87%

Percentage of students who felt comfortable sharing their thoughts at Diversity Dialogue Day.

87%

Percentage of students who learned new things about prejudice, stereotypes, and differences.

82%

Percentage of students who said that they will actually do something to reduce bullying at their school as a result of participating in Diversity Dialogue Day.

Richmond Students

92%

Percentage of students who felt that Diversity Dialogue Day gave them a comfortable space to share their thoughts with others.

91%

Percentage of students who said they would do something to reduce bullying at their school because of what they learned.

90%

Percentage of students who said they learned lots of new things about prejudice, stereotypes, and differences.



Tidewater Students

83%

Percentage of students who said that attending Diversity Dialogue Day helped them to better understand how to respond to conflict in a useful way.

86%

Percentage of students who said that they are now more aware of how they respond to conflict.

81%

Percentage of students who said that they will use what they learned at Diversity Dialogue Day to make their school a place where people who are different feel welcomed.



Educators

98%

Percentage of educators who said that attending Diversity Dialogue Day was valuable for students at their school.

93%

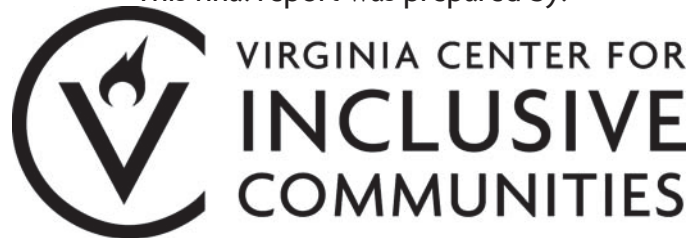
Percentage of educators who said that the large group workshops helped high school students to better understand issues regarding bullying & school safety.

100%

Percentage of educators who said attending Diversity Dialogue Day was valuable to them as an educator.



This final report was prepared by:



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SPECIAL THANKS

Dominion Resources
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Volunteers

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Scott Jaeschke	Crystal Waitekus
Adele Johnson	Carrie Williams
Brenda Jones	Virginia Williams
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