



MADE POSSIBLE BY



# FINAL REPORT

## ABOUT DIVERSITY DIALOGUE DAY 2019-2020 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 school, and get motivated to create changes.

### 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.

### OBJECTIVES

- 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.
- 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.
- Create connections with peers from a similar geographic area.
- Be exposed to diverse perspectives.

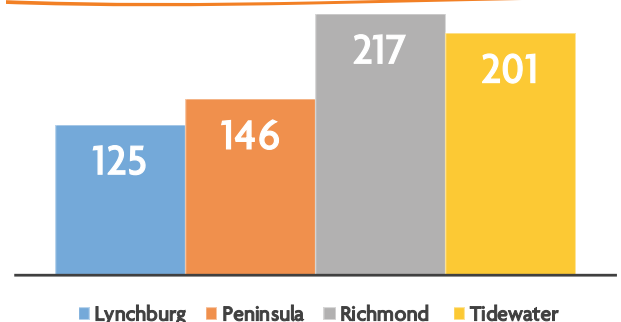
### WHERE

In the 2019-2020 school year, Diversity Dialogue Day forums sponsored by Dominion Energy took place in four regions of Virginia, including attendees from Lynchburg (including schools that represented Appomattox, Bedford, Campbell, Lynchburg, and Staunton), Peninsula (including schools that represented Hampton, Newport News, Poquoson, Williamsburg-James City County, and York), Richmond (including schools that represented Amelia, Chesterfield, Goochland, Hanover, Henrico, Petersburg, Powhatan, Prince George and Richmond, as well as two regional schools), and Tidewater (including schools that represented Chesapeake, Norfolk, Portsmouth, and Virginia Beach).

### NUMBER OF PARTICIPANTS

In total, 689 students, educators, and volunteers came together across four regions to address ways to combat prejudice in their schools.

### PARTICIPANTS BY REGION





## EVALUATION RESULTS

### In the Peninsula region:

**94%** of students said they are more motivated to work with people from different classes/ socio-economic statuses.

**93%** of students said they are more likely to step in a situation where there is exclusion based on class/socio-economic status.



### In the Richmond region:

**95%** of students said they are more aware of how people might feel excluded in school based on class/socio-economic status.

**92%** of students said they have an increased awareness of the experiences of people who are different than them.

### In the Tidewater region:

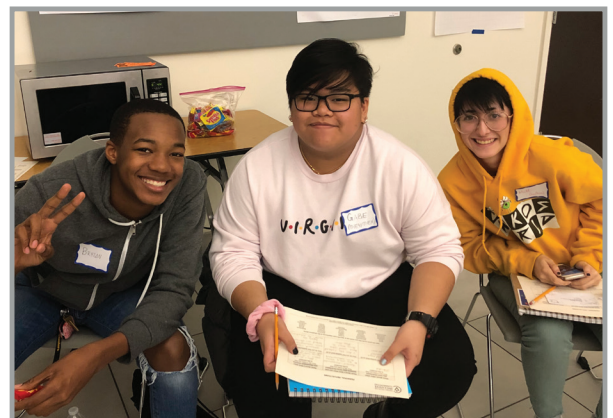
**94%** of students said they learned new skills to help make their school a more inclusive place.

**93%** of students said they are more motivated to make their school a place where people don't use stereotypes to label others.

### In the Lynchburg region:

**95%** of participants said they are more aware of how their experience with stereotypes shapes their opinions.

**90%** of participants said they are more motivated to work with people to recognize stereotypes.



## STUDENTS SAID:

- ▶ “An amazing experience of self-reflection, community awareness, and a sense of responsibility to spark change and momentum.”
- ▶ “My experience with Diversity Dialogue Day left me with more knowledge of how I can help fight stereotypes and work with others.”
- ▶ “Very fun. I learned many new ways to deal with stereotypes around my school and in daily life.”
- ▶ “I learned a lot about how stereotypes make people feel and how everyone can help educate people on stereotypes.”
- ▶ “This is one of the best experiences. It opened my eyes to things I have literally never thought of.”
- ▶ “My experience at Diversity Dialogue Day was eye-opening educating and helped to build a stronger sense of community.”



## STUDENT PROGRAMMING - FALL 2019



In the Fall, we revisited our curriculum on class and socioeconomic status for students who attended programs at the University of Richmond and Hampton University. This program focused on the ways that individuals and groups perceive the effects of class on their school climates. During the large group workshop, students learned what wealth distribution looks like in the United States while also examining the experiences of people from different classes. They considered ways that schools may intentionally or unintentionally reinforce negative stereotypes related to these issues as well. From there, participants went to their

assigned breakout groups to reflect on their own experiences with class. They recalled situations where students may have been excluded due to their socioeconomic status, and used these situations to brainstorm ways to become effective allies and upstanders in the future. Students made individual commitments and, at the end of the day, shared with their individual pledges among their school groups in order to become more inclusive of others from different classes.



## STUDENT PROGRAMMING - SPRING 2020

In the Spring, VCIC traveled to Old Dominion University and the University of Lynchburg, where participants focused on ways to Stand up to Stereotypes. Students engaged in a large group workshop that helped to build awareness of social identities and how stereotypes can impact different people. The presentation concluded with a description of the IQEE framework (originally developed by Teaching Tolerance), intended to help students speak out against prejudicial stereotypes in a variety of situations. Students later divided into breakout rooms, where they participated in an interactive activity that encouraged them to examine the impact of negative stereotypes and how individuals and groups of people can stand up to them. With this information, students worked together to create an awareness campaign—either a poster or “infomercial” to share ways they could interrupt, question, educate, or echo (IQEE) when confronted with stereotypes. At the end of the forum, students reconnected with their school groups and shared their individual commitments to take action in their schools.





## EDUCATOR PROGRAMMING

While students were in their breakout sessions, educators went through their own workshops. At all four programs, teachers previewed some of the activities that their students were experiencing and explored key terms and definitions related to the topic for the day. In the Fall, attending educators considered their own class background experiences and used that lens to explore the potential impacts that socioeconomic status can have in their current educational experience. Educators were tasked with considering practical ways to support more inclusive schools and in doing so, shared location-specific groups and activities with one another. In the Spring, educators considered how stereotypes impact both students and educators in their school. They also considered how social identities relate to stereotyping, and came up with some tangible action steps to reduce the impacts of stereotypes in their school. Throughout all four sessions, each educator received take-home resources from VCIC that were customized to the days' area of focus.



## SPECIAL THANKS

Christopher Newport University  
Dominion Energy  
Hampton University  
Old Dominion University  
University of Lynchburg  
University of Richmond  
Virginia Wesleyan University



## VOLUNTEERS

Jacque Allen  
Sonya Benavides\*  
Shavar Bland  
Leah Brown  
Victoria Brown\*  
Gloria Bull\*  
Indira Cope  
Ally Davis  
Brittani Edwards\*  
Brandy Ewell  
Corey Hampton  
Bill Harris, Jr.  
Gabby Hartman  
Kesha Hasty\*

Ayanna Jackson-Gillis  
Louis Jacquet\*  
Ruthann Kellum  
Delores Kimbrough  
Lynn Kline  
Joy McDonald  
Cameron Moody\*  
Jamille Moreland  
Jo Murphy  
Crystal Naumann\*  
Vivian Oden  
Tamika Payne Lett  
Michele Pickens  
Jamie Plecker

Marvin Raynor Jr.\*  
Rich Sharp  
Philip Sherrill  
Karen Simonton  
Jorena Simpkins  
Cody Swartz\*  
Meeran Thekudalai\*  
Rita Utz  
Colin Vaughn  
Lavell White  
Sharon Wightman  
Marissa Woods  
Jo Xin\*  
Katie Zawacki

*\*Dominion Energy Employees*