



MADE POSSIBLE BY



Actions Speak Louder

OVERVIEW

A one-day virtual high school forum, Diversity Dialogue Day is open to high school students and educators in each of Virginia Center for Inclusive Communities' chapter locations. The program is designed to guide students through a process of awareness to action and gives youth an opportunity to develop solutions to create more inclusive school environments. 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

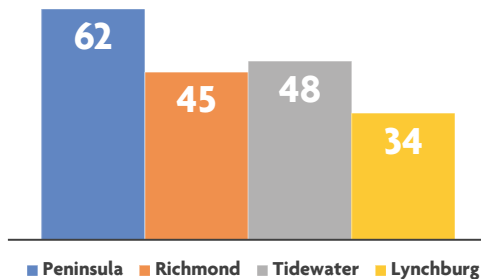
To increase high school youth's sensitivity to and awareness of diversity issues so that they can create school and community environments free from the distractions of prejudice, stereotypes, and bigotry.

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.

NUMBER OF PARTICIPANTS

In total, 166 students and volunteers came together across four regions to address ways to combat prejudice in their schools.



WHERE

In the 2021-2022 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, and Lynchburg), Peninsula (including schools that represented Gloucester, Hampton, Newport News, and Poquoson), Richmond (including schools that represented Goochland, Henrico and Richmond City, as well as one regional school), and Tidewater (including schools that represented Chesapeake, Norfolk, Suffolk, and Virginia Beach).

STUDENT PROGRAMMING

Given that many schools were not able to travel to in-person programs in the 2021-2022 school year, VCIC again had an opportunity to utilize a digital version of our signature program: "Break the Cycle: Be the Change." This keynote video presentation walked participants through different forms of the cycle of prejudice. Across all four chapter areas, participants had the opportunity to watch from home or school and participate in a facilitated day-long discussion with other students in their region. After watching the video, students and trained community volunteers convened over a virtual platform to discuss the Cycle and how it shows up in their schools and communities. During these live sessions, the students spent time identifying and understanding their leadership styles and how they can work through their school or community issues. After community-based discussion, school groups spent time debriefing together with their educator-sponsors about ways to bring back what they learned and how they can use it to create a more inclusive school community.



EVALUATION HIGHLIGHTS

In the Lynchburg region:

100% of students said they were more likely to take action to interrupt prejudice at school.

In the Richmond region:

100% of students agreed that they were more aware of where and when people might feel excluded at their schools.

In the Peninsula region:

94% of students said the day gave them a better understanding of prejudice, stereotypes, bias, and discrimination.

In the Tidewater region:

95% of students agreed that they were motivated to make their school a place where people experience less prejudice.

EDUCATOR SPOTLIGHT

Educators from all four chapter areas had the opportunity to attend concurrent sessions during Diversity Dialogue Day. During these workshops, educators explored the Cycle of Prejudice and thought about the different ways prejudice shows up in schools across the Commonwealth. Sessions provided opportunities for educators to think critically about their role in disrupting prejudice within their school communities. Participants left the sessions with resources to consider and ideas to share with their colleagues and students—and VCIC left the sessions with a few invitations to do more work with their schools.

“This was such a great event. Thank you so much for acknowledging prejudice and making a positive impact.”

THANK YOU TO OUR VOLUNTEERS

AC Canup
Amy Leap Miller
Andrew Shelton
Brandy Ewell
Brett Cook-Snell
Courtney Reece
David LeFebvre
Delaine Botelho
Dennis Coan
Dr. ClauDean Kizart
Dyonna Wilson
Jess Robertson
Jo Mills-Sheets

Joy McDonald
Katie Westbrook
Khalilah Pitt Harrison
Lily Baum O'Connor
Malcolm Hall
Meg Garner
Niesha Dennis
Rachel White
Sabrina Adams
Steve Dowell
Susan Piland
Tameka Adebayo

Chat

Student #1:

I learned about how the Cycle of Prejudice correlates with our experiences at school. I also learned some good techniques to address the Cycle of Prejudice when you encounter it.

Student #2:

I feel like I now could make a difference in my school community and will definitely be reaching out to teachers to try to make a more inclusive space.

Student #3:

I learned that prejudice is something we need to talk about more in my school.

Student #4:

I very much enjoyed DDD this year as it was my second year doing it and I came in thinking I knew most of what would be discussed, but still learned so much as we were still able to dig deeper in our stories and ideas regarding the cycle of prejudice.

Student #5:

I learned about the different levels and intensities of prejudice, as each type of prejudice consists of different thoughts and actions. It is important to recognize these levels of prejudice as it will help us better identify when and why prejudice is occurring at our school.

Me (Virginia Center for Inclusive Communities):

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