

Participant Packet
DIVERSITY CIRCLES
ON DISMANTLING RACISM

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May 7, 2002

Dear Friends,

Bradford High School became involved with the Diversity concept during the 2000-2001 school year. As a school, we are continually looking for ways to develop multi-cultural understanding among all students, to respect one another's values and beliefs, and to practice peace, our school motto. With assistance from UW-Parkside and the Racine-Kenosha Coalition for Dismantling Racism, we began to learn about the Diversity Circles concept to give all students and faculty a forum to discuss issues, concerns, and problems. We wanted to become better listeners to better understand the ideas and perspectives of a diverse population of students. With this understanding, it is hoped that we can learn how to problem solve together to make our school a place where everyone feels welcome and where everyone can realize his/her full potential.

Diversity Circles emphasizes the tremendous strength of our diverse student population and the potential we have for accomplishing great things when we all work together. We are reminded of the famous quotation from Virginia Driving Hawk Sneve: "The circle is a sacred symbol of life. Individual parts within the circle connect with every other, and what happens to one, or what one part does, affects all within the circle."

We must continue to look for ways to practice tolerance, understanding, concern for others, and peace. If we succeed, we will find love, and the future will be a better place for everyone. This we must do. This is our mission.

Respectfully,

Joseph T. Mangi
Principal

Joseph T. Mangi
Principal

Jean Schlais
Assistant Principal

Margaret Modory
Assistant Principal

Gerladine Fair
Assistant Principal

Different

In a special way

Varying from Finland to

Ethiopia, from Bolivia to

Rhode Island, from the

Sanctuary to the Synagogue

Introduced to this earth for us to learn, to live

Together and share the treasures we have with our

Youth, our Power, and our Future

Creating a world full of

International hope and

Reaching out to every race, every person

Calling on Asians, Hispanics, the

Lost, the poor, the rich

Everybody needs

Somebody

SESSION ONE

GETTING TO KNOW YOU

Welcome to the first session of the Diversity Circle on Dismantling Racism.

(Please sign in and put your name on your nametag. Also, remember to turn off your cell phones.)

Diversity Circles: Definition and Ground Rules

ACTIVITY 1: Introduction to Diversity Circles.

Activity 1A: Definition: What is a Diversity Circle?

Purpose: Defining the role of Diversity Circles on Dismantling Racism.

Activity:

1. Read Handout #1:
 - a. Side 1: “What is a Diversity Circle?”
 - b. Side 2: “A Comparison of Dialogue and Debate”
2. Discuss the differences between dialogue and debate.

Activity 1B: Effective Diversity Circles Facilitators

Purpose: Clarifying the role of the facilitators.

Facilitators:

- Are neutral; the facilitator’s opinions are not part of the discussion.
- Enforce ground rules and keep to them.
- Help group members grapple with the content by asking probing questions.
- Help group members identify areas of agreement and disagreement.
- Bring in points of view that haven’t been talked about.
- Create opportunities for everyone to participate.
- Focus and help to clarify the discussion.
- Summarize key points in the discussion, or ask others to do so.

And...

- Are self-aware; good facilitators know their own strengths, weaknesses, “hooks”, biases, and values.
- Are able to put the group first.
- Have a passion for group process with its never-ending variety.
- Appreciate everyone’s right to express his/her opinions.
- Are committed to democratic principles.
- Ensure that all participants have the opportunity for closure.

Activity 1C: The CONVERSATION GUIDELINES: ROPES

Purpose: To create guidelines for the Diversity Circles dialogue.

Activity: Read and discuss the Ground Rules

R=Respect/Risk

- No putdowns. Treat each other with respect, even if you disagree.
- Only one person speaks at a time. Listen carefully to each other, without interruptions.

O=Openess/Ouch

- Speak honestly. The most respectful thing we can do together is to be real. Be willing to say what you really think about each topic. If you hold back, we cannot learn from you.
- If someone or something offends you, it is your responsibility as a member of this Diversity Circle to say, "Ouch." Let the speaker finish, and then tell the group how you were hurt or angered and why. We'll only grow and change if we share with each other.

P=Participation/Pass

- Speak briefly, so everyone has a chance to participate.
- Stay on the topic at hand.

E=Education/Escuchar (Spanish "to listen")

- The facilitators are not experts. They are here to help facilitate the process.
- Remember that we are not enemies here. Everyone has come to the table to learn, grow, and share.

S=Sensitivity/Safety

- Use "I" statements. Speak only for yourself rather than as a representative for any group. Remember the others are only speaking for themselves.
- Confidentiality is important. Speak about what is happening, not who said it.

Introductions: Getting to Know One Another

ACTIVITY 2: Introduction to one another.

Activity 2A: Human Scavenger Hunt

Purpose: To allow the group to find out more information about one another.

Activity:

1. Each participant gets Handout #2 "Human Scavenger Hunt"

2. Note that the handout includes a list of characteristics that describes something about a person.
3. Participants must walk around the room to find the person who fits one of the characteristics and have him/her sign the sheet. (5-minute time limit)
4. Participants must have a different person for each characteristic.
5. Discuss any surprises!

Activity 2B: Introductions of participants and facilitators

1. Students will be paired with someone in the group who is of the opposite sex and/or different race. Each person will ask his/her partner the following questions:
 - a. What is your name?
 - b. Name three things about yourself that others cannot tell just by appearances.
 - c. Then reverse the process.

Possible Topics:

- What school activities do you participate in?
 - What kind of movies do you like?
 - How many siblings do you have?
 - What are your hidden talents?
 - What is your favorite style of music?
2. Upon completion of the activity, go around the circle and have each person introduce the person s/he interviewed.

Ice Breaker: To Build Trust Within the Group

ACTIVITY 3: Human Knot

Purpose: To allow the group to work towards a common goal.

- Activity:**
1. The group should get into a circle and have each person grasp two hands from two different people across from him or her.
 2. Without letting go of those hands, and with NO TALKING, the group must “untangle” to form circle.

Effect of Race and Ethnicity

ACTIVITY 4: Experiences, Perceptions, and Beliefs

Purpose: To determine how the issue of race impacts us.

Activity:

1. Facilitators will distribute Handout # 3 “Does Race and Ethnicity Affect Us?” to all participants and have them write the answers to the questions. (10 minute time limit)
2. Going around the circle, have all the participants share their answers with the group. Everyone should respond to several of these questions.

Closing: Reflections on Session One

ACTIVITY 5: Pass the “mask.”

Purpose: To summarize and to restate the purpose of our dialogue on race.

Activity:

Before passing the mask, discuss the following questions with the group:

1. How did we do in honoring our ground rules? What else would you need to feel comfortable here?
2. Share one thought that you heard today that has made you think or has touched you in some way. (Be brief!)

Remaining in a circle, everyone should stand, pass the mask, and share their two closing words:

Share two words: share your worst fear and your greatest hope for Diversity Circles.

The first word is a fear you have about this series of meetings, and the second word is a hope you have for this series of meetings.

**Please leave your packet and name tag with the facilitator.
Thank you for participating in the dialogue.**

SESSION TWO:

STEREOTYPING

Welcome to the second session of the Diversity Circle on Dismantling Racism. As you come back to the circle, reflect on last week's dialogue.

(Please sign in and put your name on your nametag. Also, remember to turn off your cell phones.)

Stereotyping: How Stereotypes Impact Each Racial Group

ACTIVITY 1: Discussion of Key Terms

Purpose: To come to an awareness of the complex and multi-layered meanings of these complex terms.

Activity:

1. Separate participants into groups of three. Assign one word to each group.
2. Discuss the definitions below and record on flip chart paper.
 - Racism
 - Discrimination
 - Bigotry
 - Stereotype
3. Have the groups read their definitions to the whole group.
4. How do these words play a role in your life at your school? Explain.

ACTIVITY 2: What stereotypes do we hear?

Purpose: To discover what stereotypes are commonly believed and used.

Activity:

1. Facilitator will write the following ethnicities on the board: African American, Arab American, Asian American, Biracial American, European American, Jewish American, Latino American, Native American. (Ask group if there are any others to add.)
2. Facilitator will ask participants to identify stereotypes commonly heard for each category.
3. Facilitator will write the stereotype on the board. (Approximately 5 minutes)
4. Once students have completed this part of the activity, a group discussion will follow:
 - What are your initial reactions to the listed stereotypes?
 - Are there any stereotypes up there that you have never seen before?
 - How does seeing the stereotype listed under your ethnicity make you feel?

- What reactions did you notice?
- How do you feel about the reactions of others and your own to the stereotypes?

ACTIVITY 3: How do these stereotypes affect our attitudes towards others?

Purpose: To discuss how stereotypes affect our school.

Activity:

Continue the discussion with the following questions:

- What are the ways in which our school is segregated?
- Do you think our school is really desegregated?
- What was the racial make-up of your elementary/middle school?
- How does that make you feel?
- How does that compare to your high school?
- How do the things that happen at school affect your behavior towards other racial groups?
- How can we prevent stereotyping?

Closing: Reflections on Session Two

ACTIVITY 4: Pass the “mask.”

Purpose: To summarize and to restate the purpose of conversations on stereotypes.

Activity:

1. How did we do in honoring our ground rules? What else would you need to feel comfortable here?
2. Share one thought you heard today that has made you think or has touched you in some way.

**Please leave your packet and name tag with the facilitator.
Thank you for participating in the dialogue!**

SESSION THREE:

PRIVILEGE

Welcome to the third session of the Diversity Circle on Dismantling Racism. As you come back to the circle, take a moment to reflect on last week's dialogue and stereotypes.

(Please sign in and put your name on your nametag. Also, please turn off your cell phones.)

Privilege: What is privilege, and who has it?

ACTIVITY 1: Privilege Exercise

Purpose: To show participants how what a person looks like can determine how he/she is treated in society.

Activity:

1. Each participant gets a playing card from the facilitator. Participants **may not** look at their own cards during the exercise and **must** remain silent.
2. Once participants receive their cards, they should place them on their foreheads (face out) and walk around the room silently with the cards. All interactions **must** be non-verbal.
3. Give participants the following directions:
 - Students with a card between 2 and 4 are among the less privileged group. These are the least popular students at school.
 - Students with a card between 10 and Ace are among the very privileged group. These are the most popular students at school.
 - Participants should walk around the room for three to five minutes and treat each other according to their card's status.
REMEMBER, NOT TALKING!!!!!!
4. Without looking at their cards, students should stop, sit down, but not look at their cards yet. At this point, ask participants the following questions:
 - How did you decide how to treat people? Where do these attitudes and ideas come from?
 - Based on how you were treated, what category did you feel you fit into?
 - Reveal cards to see if each student is in the right category.
 - How did this make you feel?
 - This exercise illustrates the concept of "privilege." Based on what we did and found out, how would you define "privilege"?
 - Does privilege impact what a person becomes? Why or why not?
 - Does privilege affect how a person makes his/her choices?
 - What role does privilege play in our society?

- How do we treat people differently here at our school?

ACTIVITY 2: The Privilege Club

Purpose: To identify power relationships in our society.

Activity 2A:

1. Facilitators will pass out handout #4: “The White Privilege Club” worksheet.
2. Divide circle into two groups diverse by race, gender, etc. of 3 or 4.
3. Have groups read through Handout #4 and do the exercise at the end, and identify additional white privileges that were not included on the list. Have the groups discuss if and how white privilege is demonstrated at their school. Write these ideas down along with additional privileges on a piece of paper to be shared with the whole group and collected later by the co-facilitator.
4. Regroup into one circle, share small group ideas, and discuss the following questions: (give examples)
 - What have been your experiences with white privilege?
 - How do you feel about white privilege?
 - Does your school have white privilege? How is it demonstrated?
 - How is privilege possible in a society where we are all supposed to have equal opportunity? (Give examples where privilege helps one group while holding back another.)
 - What can we do to make our community have more of an equal status for all?

Activity 2B: Boston Public Video

View the episode of *Boston Public* dealing with the use of the word “nigger,” 2002 (based on the book *Nigger* by Randall Kennedy, Pantheon book, c. 2002).

Facilitators will lead a discussion based on the concept of privilege in the video.

1. How does the reaction of African American teens compare to that of European American teens regarding the use of the “n” word?
2. Do African Americans have privilege in the video?
3. How does the privilege in the video compare to the privilege in the white privilege exercise?
4. Have everyone in the group give an example of a privilege provided by being a member of his/her ethnic group.

Closing: Reflections on Session Three

ACTIVITY 3: Pass the “mask.”

Purpose: To summarize and to restate the purpose of conversations on privilege.

As you reflect on the concept of privilege, share one thought that you heard today that has made you think or has touched you in some way, along with one or two words that express your feelings about this topic.

**Please leave your packet and name tag with the facilitator.
Thank you for participating in the dialogue!**

SESSION FOUR

STEREOTYPES, PRIVILEGES, POWER, AND CHANGE

Welcome to the fourth session of the Diversity Circle on Dismantling Racism.

(Please sign in and put your name on your nametag. Also, please turn off your cell phone.)

Stereotypes and Privileges: Identifying Power Relationships in Our Society

ACTIVITY 1: View *True Colors* video

Purpose: To gain an understanding of stereotypes through the video and to make a connection between the *True Colors* video and your life today.

Activity:

1. View the *True Colors* video.
2. Begin a group dialogue using the following questions as a guideline:
 - What are your thoughts on the video? Reflect on what you saw.
 - What surprised you?
 - How does this reflect the stereotypes that we identified in the previous session?
 - Have any of you experienced anything like this (or know someone who has) at your school or in your community?
3. Continue discussion with the group by asking participants the following questions:

Balance of Power:

- Who has power in today's society and why?
- How does government affect society and ethnic groups? What type of people is the government made up of? (Consider the U.S. Congress, State Legislature, City Council, the School Board...also consider gender, sexual orientation, socioeconomic group, disabilities, race/ethnicity, etc...) Does this accurately represent society?
- Review the concept of Stereotypes from Session 2. Also, consider list of stereotypes from Session 2. How do stereotypes affect you in school, in your neighborhood, at your job, in the stores, or with your friends?
- What are you being taught in school about your own group?
- What are you being taught about other groups?

Who Am I? What Can I Do? And Where Do We Go From Here?

ACTIVITY 2: Who Am I, Anyway?

Purpose: To reflect on who we are...really.

Activity:

1. The facilitators will introduce the concept of self-reflection to help us see if our actions match what we think our lives are expressing.
2. Fill out the Handout #5 “Who Am I, Anyway” by writing out detailed answers to all of the questions. (5-10 minutes)
3. As you regroup, silently re-read your sheets. Participants will share about themselves.
4. Participants, give your completed handout to a facilitator. Between now and the next meeting, reflect on who you are, writing down new insights that occur to you as you think and learn more about yourself.

Closing: Reflections on Session Four

ACTIVITY 3: Pass the “mask.”

Purpose: To summarize and to restate ideas about stereotypes, privilege, power, and what we really believe.

Activity:

Where do we go from here? You have some homework! Between now and next week, think of possible ideas for a group action plan that will help your school become the best multicultural school in the nation.

As you touch the mask, think about this and say two words that come to mind:

1. Your hope, and
2. To what extent do you want to be involved in change? “0=Zero” is not being involved at all; 5 is being extremely involved.

**Please leave your packet and name tag with the facilitator.
Thank you for participating in the dialogue!**

SESSION FIVE:

WHO AM I? WHAT CAN I/WE DO? A LOOK AT THE WORLD WE LIVE IN AT OUR SCHOOL

Welcome to our last session of the Diversity Circle on Dismantling Racism. Over the past weeks, we have explored concepts such as stereotypes, privilege, prejudice, power, and even a little bit about ourselves and how others see us. As you prepare for this session, reflect on the things you have heard and experienced over the past four sessions.

(Please sign in and put on your nametag. Also, please turn off your cell phone.)

Diversity Circles: From Dialogue to Discovery

ACTIVITY 1: **Discovery: It All Begins with ME.**

Purpose: To build on “who we are” and think about “who we would like to become.”

Activity:

1. Participants are to take some time to think about and fill out Handout #6: “Personal Action Plan” (5-7 minutes.)
2. As you re-group, urge participants to silently re-read their sheets. Participants are to share how they have decided to make positive changes.
3. Students should take their handout home and add anything that occurs to them as they reflect back on this week’s session and thinks ahead to their school’s action plan. These may be catalysts for tremendous personal growth.

Diversity Circles: From Dialogue to Discovery to Action

ACTIVITY 2: **Determining the Strengths and Weaknesses of your school’s attempt at being the best multicultural high school in the nation.**

Purpose: To understand the differences between the mission/goals of our school as opposed to the reality of our experiences at our school.

Activity:

Take turns reading aloud the mission statement and the introductory letter that are in your packets. While you are discussing the following ideas, one facilitator will begin to create a SWOT (strengths, weaknesses, opportunities, and threats) analysis of our school by listing key strengths and weaknesses.

Referring to Handout #7: School Mission Statement:

1. How are we, at our school, honoring diversity in opinion, culture, and ideas?
2. In what ways don’t we honor diversity of opinion, culture, and ideas?

3. How does your school honor and enhance the potential of every student?
4. Can you think of examples of ways in which your school does not honor and enhance the potential of every student?
5. How does your school promote a climate of mutual respect and dignity?
6. Are there any examples of ways in which individuals are not respected or treated with dignity?
7. How does your school equip young people for life in a diverse and interdependent world that links their destiny to others?

Referring to the Introductory Letter:

1. How does your school develop multi-cultural understanding among all students to respect one another's values and beliefs?
2. How does your school understand the ideas and perspectives of its diverse population of students?
3. What makes students and teachers feel welcome or unwelcome at your school?
4. What are the strengths of the diverse student and teacher populations at your school?
5. How well is your school succeeding at looking for ways to practice tolerance, understanding, concern for others, and peace?

**ACTIVITY 3: Creating Our Action Plan:
Determining the Opportunities and Threats in making our school the
best multicultural high school in the nation.**

Purpose: To generate Action Plans for our high school.

Activity:

1. Our goal for Diversity Circles has been to develop and implement action plans that will help us become the best multicultural school in the nation. An "Action Plan" is an opportunity to create change personally and in a group. We have already created our Personal Action Plans; now it is time to create plans for your school. Remember that an Action Plan is a plan to make a positive change from which everyone can benefit.
2. Participants are to fill out Handout #8: "Group Action Plan Worksheet" individually for 5 minutes.
3. Participants are to partner up and form groups of two, and discuss your answers and ideas making revisions and additions to your plan worksheet.
4. Regroup back in the circle and list all of the opportunities that you could create that would make your school the best multicultural high school in the nation. Use handout #9: "Group Action Plan" to combine your best ideas into a more final copy.
5. Discuss the obstacles, or threats, that we could face in implementing these plans.
6. As a complete group, discuss the opportunities to implement these plans.

Participant's Feedback, Suggestions, and Final Thoughts

ACTIVITY 4: Evaluation

Purpose: To evaluate our Diversity Circle

Activity:

Participants will fill out Handout #10: "Evaluation form" and return them in to one of the facilitators.

Closing: Reflections on Session Five

ACTIVITY 5: Closing: Pass the "Mask".

Purpose: To summarize and state some of our deepest thoughts.

Activity:
In the circle, pass the mask.

When you get the mask, share a HOPE, a FEAR, and a WISH for this group.

**Participants, you may keep your packets for further reflection.
Thank you for your participation in this Diversity Circle on Dismantling Racism.**