

Dear Colleagues,

Thank you so much for accepting the role of lead-facilitator for the Elementary Diversity Conference. Your time and your commitment to the Diversity program and to your Intermediate students are truly appreciated.

**To prepare for the Conference please:**

- Meet with your Intermediate Colleagues and Principal to decide upon:
  - how to best accommodate the number of students in your school (three to four classes is optimal);
  - a convenient day or days in February to host the Conference; and,
  - the equipment and furniture that will be needed in the Gym.

**Materials:**

- WiFi, Drop or Personal/Mobile Hotspot access to the Internet;
- Sound system speakers hooked up to a laptop;
- Smart Board or projector/screen;
- Facilitator's Booklet;
- Student Conference booklets;
- Copies of the readings for the students participating in the Opening and Commissioning Liturgies;
- Chart paper, markers, tape;
- A strip of coloured paper for each team for the Jeopardy game;
- 8 cards with one of the letters ~ I V E R S I T Y on each;
- Diversity bead necklaces with an orange bead on it;

**Suggestions:**

- Before the Conference day:
  - ensure that the program will work in your school Gym by setting up and playing the videos and the Jeopardy Game; and,
  - divide students into diverse groups (grades, gender, classes).
- Adjust times and activities to suit your school schedule.
- Students should bring their pencil cases (pens, pencils, markers) to the Gym.

## Diversity Conference Agenda

1. **Welcome and Opening Prayer**  
10 minutes
2. **Ice Breaker ~ PEERS BINGO**  
20 minutes
3. **For Angela Video and Activity**  
40 minutes
4. **Diversity 2010 Video**  
5 minutes
5. **Diversity and ISM Awareness Activity**  
40 minutes
6. **Cultural Walk**  
10 minutes
7. **Jeopardy**  
30 minutes
8. **One Day Video and Activity**  
30 minutes
9. **Diversity Bead Program**  
40 minutes
10. **Commissioning Liturgy**  
20 minutes
11. **Change Video**

## Activity Preparation

### 1. Welcome and Opening Prayer

Assign four students to conduct the Liturgy.

Opening Prayer \_\_\_\_\_

First Reading \_\_\_\_\_

Peace and Unity Prayer \_\_\_\_\_

Our Father and Blessing \_\_\_\_\_

- Welcome the students to the Diversity Conference.
- State that throughout the day, the activities will focus on developing an understanding of multicultural, multiracial, diversity, equity and social issues.
- State that the hope is that by the end of the day, each student will be empowered to apply strategies to counteract the negative influences of bias, inequity, stereotyping, prejudice, discrimination and injustice that are so prevalent in our society.
- Conduct the Opening Prayer Liturgy. (**APPENDIX A.**)

### 2. Ice Breaker ~ PEERS BINGO

#### **Materials:**

- Each student will need a Student Diversity Conference Booklet and a pencil/pen.

#### **Instructions:**

- Tell students that the purpose of this activity is to discover something new about a classmate and to recognize in him/her our common humanity.
- Give students sufficient time to mingle with classmates to complete the PEERS Bingo Activity. (**APPENDIX B.**)
- Reconvene the group.
- Ask students to share:
  - a. something that they discovered about a classmate that they did not know or realize before the activity: and,
  - b. how that new knowledge changed a preconceived opinion about the person.

### 3. *For Angela Video*

#### **Materials:**

- One piece of chart paper, markers and tape for each group.

#### **Background Information:**

**This short film portrays the experiences of Rhonda Gordon and her daughter, Angela, when a simple bus ride changes their lives in an unforeseeable way.** When they are harassed by three boys, Rhonda finds the courage to take a unique and powerful stance against ignorance and prejudice. What ensues is a dramatic story of racism and empowerment.

#### **Instructions:**

- Introduce the video using the bolded section of the **Background Information**.
- Show the video.
- Upon completion of *For Angela*, instruct students to use the chart paper to express what they saw, heard and felt as they watched the video.
- Have two members from each group post the chart paper on the wall.
- Allow students time to complete a Gallery Walk to see the responses from each group.
- Reconvene the group.
- Instruct the students to reflect in silence, upon a time when:
  - a) they felt bullied, harassed or excluded;
  - b) they saw someone else being bullied, harassed or excluded; and
  - c) they bullied, harassed or excluded someone.
- Pray the adapted version of the David Haas prayer together. (**APPENDIX C.**)

### 4. *Diversity 2010 Video*

#### **Purpose:**

This video is being shown to stimulate ideas for the discussion on Diversity.

#### **Background Information:**

Diversity is about accepting everyone for who they are without prejudice. This inspirational video clip reminds us that our diversity strengthens us and our inclusion advances us.

Note: Mathew Shephard and James Byrd Jr. are featured in the clip as people who suffered because of their differences. Both were murdered as the result of hate crimes. Mathew, a victim of gay-bashing, was murdered on his University

campus in Wyoming when he was 21, and James, 49, was murdered by white supremacists in Jasper Texas. In October 2009, the United States Congress passed the [Mathew Shepard and James Byrd, Jr. Hate Crimes Prevention Act](#) (Mathew Shepard Act for short), and on October 28, 2009, President [Obama](#) signed the legislation into law.

Statistics Canada figures suggest young people between the ages of 12 and 22 are responsible for six in ten hate crimes; the majority of those accused being 17 or 18.

The number of hate crimes motivated by sexual orientation more than doubled in 2008 compared to the previous year and were more likely to involve violence than racially and religiously motivated attacks.

Men accounted for 85 per cent of the victims and most of the incidents occurred in Toronto and Vancouver.

## **5. Diversity and ISM Awareness Activity**

### **Purpose:**

To have students define *diversity*, *ableism*, *ageism*, *classism*, *lookism*, *racism* and *sexism* for themselves.

### **Background Information:**

Diversity - The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual. See **APPENDIX D** for Diversity Conference definitions.

### **Materials:**

- Each student will need a Student Diversity Conference Booklet and a pencil/pen.

### **Instructions:**

- In partners, have students complete the worksheet ~ **APPENDIX E**.
- Reconvene the group for sharing and discussion.

## 6. Cultural Walk

### **Purpose:**

To help students become more aware of the many types of diversity that exist and to identify students who share the same experiences.

### **Instructions:**

- Have students form a line across the gym.
- Instruct students to step forward and then back into the line based on their response to statements that are made.

### **Note:**

- The Cultural Walk begins with non-threatening statements to make the students comfortable with the exercise.
- Students can choose to “pass.”

### **Begin by stating:**

- Walk across the line if your favourite colour is blue.
- Look into the eyes of the students who crossed the line with you.
- Look at those left behind.
- Allow yourself to reflect on your feelings.
- Walk back across the line.

### **Continue:**

Walk across the line if you have ever experienced a bad hair day.

Walk across the line if your favourite colour is blue.

Walk across the line if you are a female.

Walk across the line if you are a male.

Walk across the line if you are undecided about what you want to be in the future.

Walk across the line if you or someone you care about has parents who are divorced.

Walk across the line if you have been to Disney World.

Walk across the line if you or someone you care about lives in poverty.

Walk across the line if you have thought that your clothes are not good enough.

Walk across the line if you have ever felt unwanted or excluded.

Walk across the line if you have been told or think you are fat.

Walk across the line if you or someone you care about has been bullied.

Walk across the line if you have been put down by someone else and it hurt you.

Walk across the line if you put someone down and you knew it hurt them.

**Conclusion:**

Ask students to share what they learned from the Cultural Walk. The usual comment is that students were not aware that so many people share the same experiences.

**7. Jeopardy****Purpose:**

To further explore the concept of diversity and to reinforce some of the definitions that it includes by playing a game of Jeopardy.

**Instructions:**

1. Put students into groups to form teams. There is a maximum of 10 teams.
2. Assign each team a number. Have one team member write the team number on a piece of coloured construction paper.
3. Set the rules for talking, answering and reading the question that will work best in your school environment.
4. Click on the word "Jeopardy" on the PowerPoint slide to load the game. It will prompt you to open the file. Click "OK".
5. Enter the game name "jeopardy1357672513" into the first box with the ".txt" at the end and click green button "Load File".
6. Enter the number of teams once the game is loaded, then click "Go Play".
7. Select a category and prize amount to begin the game.
8. Read the question to all teams.
9. Once the question is read, the first team to raise their piece of construction paper will be given the first opportunity to answer the question. Click the red answer arrow at the bottom right of the screen to give the answer.
10. Once the answer is given, click "Adjust Scores" button at the bottom of the screen.
11. If the answer is correct, click the green "Team # Correct" button, if it is incorrect click the red "Team # Wrong" button.
12. To go back to the main board, click the on the house "Home" button.
13. Repeat the process until all questions have been asked or the time allotment for the game is up.
14. End the game with the "Final Jeopardy" question.

**APPENDIX F ~ Answer Key****8. One Day Video****Purpose:**

This video serves as a reminder that the negative images of the world that dominate the news and media, and influence our thinking, do not represent the vast majority of the people and places that truly exist.

**Background:**

In December of 2009, two hardworking corporate individuals, quit their jobs and embarked on a mission to drive from Chengdu, China to Cape Town, South Africa. They became the first foreigners in history to drive a Chinese car out of China. Thus began a unique adventure. They filmed the video as amateurs on a \$120 camera and edited it on a laptop along the way. The goal was to portray the world as anyone that goes out there sees it - beautiful, hilarious, tragic, full of love and hope, with violence and hatred taking up a tiny percentage despite their gross over-representation in the general media. The video enjoyed viral success on [YouTube](#), [reddit](#) and [youku](#) (China), was picked up by [CBS News](#) and [featured](#) all over the web. It has been shown in classrooms across North America and even as a corporate motivational video.

**Materials:**

- Each student will need a Student Diversity Conference Booklet and a pencil/pen.

**Instructions:**

- Show the video *One Day*.
- Have students:
  - a) complete the *One Day* Student Activity Sheet (**APPENDIX G**); and,
  - b) share the closing phrases that they created.

**9. Diversity Bead Program**

**Materials:**

- Each student will need a Student Diversity Conference Booklet and a pencil/pen.
- 8 cards with one of the letters ~ I V E R S I T Y on each.

**Background:**

The Hamilton-Wentworth Catholic District School Board has adopted this D.I.V.E.R.S.I.T.Y. acronym:

<b>Letter and Symbol</b>	<b>Meaning</b>	<b>Observable Actions</b>
D  The necklace	Doer of all	



I Orange bead	ISM awareness Understand the “isms” ableism, ageism, classism, lookism, sexism, racism,	
V Purple bead	Vision of Christ Being and acting as the hands and feet of Christ, demonstrating Gospel Values and the teachings of Christ	
E Green Bead	Environmental Stewardship Respecting the environment and learning the importance of conservation	
R Red bead	Responsible Leadership Setting a good example for others, having a positive influence on those around and helping to solve problems	
S Brown/black bead	Social Justice Helping those who are less fortunate and addressing the causes of their situations	
I White bead	Integrity To do what is right. What is RIGHT is not always what is POPULAR and what is POPULAR is not always RIGHT	
T Blue bead	Teamwork and Friendship Making new friends and working together in a positive and friendly environment	

Y	Youth Empowerment	
Yellow bead	Overcoming a fear, trying something new and keeping a positive attitude.	

**Instructions:**

1. Tell the students that, throughout the school year, they will be working towards completing a diversity necklace by earning the coloured beads that represent each of the letters of the word DIVERSITY.
2. Tell the students that they are going to work in groups to describe:
  - (i) the meaning of one of the assigned letters; and,
  - (ii) the observable actions that would demonstrate the meaning of that letter.
3. Put students into their groups. Assign one of the letters I V E R S I T Y to each group. Give the students time to discuss and generate the observable action for the assigned letter. **APPENDIX H**
4. Gather the students together. Allow time for each group to give a brief summary of the observable actions discussed for the assigned letter. The facilitator may invite questions or comments from the whole group.
5. Summarize the presentations by challenging the students to put the meaning of each bead into action in their daily lives by following Jesus' model of love and acceptance of others.

**COMMENTS / REFLECTIONS:**

- Students can plan their strategy for achieving their beads by reflecting on the ones that they believe they can easily achieve and those that may be harder to achieve.
- The students will wear the Diversity necklaces to serve as a reminder of and a commitment to practising and promoting an attitude of Diversity.
- Students will share the Diversity Conference experience by explaining the significance of their necklaces and their covenant to uphold the meaning of each coloured bead.

**10. Commissioning Liturgy**

**APPENDIX I**

Assign five students to participate in the Liturgy.

Opening Prayer \_\_\_\_\_

Penitential Rite \_\_\_\_\_

First Reading \_\_\_\_\_

Psalm \_\_\_\_\_

Gospel \_\_\_\_\_

Teachers will be responsible for reading the Reflection, leading the Commissioning and Distributing the Necklaces.

The Closing Prayer will be prayed by all students.

One or all teachers will confer the Blessing.

### **11. Change Video**

Diversity is not a sometimes issue that only needs to be addressed sometimes. It's an always issue that needs to be cultivated, supported and reinforced. By recognizing people's differences and similarities we can become better individuals and stronger Catholic leaders. It is vital that we give students an understanding of diversity so that they can communicate about it. We must teach students how to learn, how to recognize and correct stereotypes, to find common ground and to be able to work with and celebrate differences.

## **APPENDIX A**

### **Diversity Opening Liturgy**

#### **Opening Prayer**

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

Spirit of the Lord, open our hearts and our minds to your presence here with us as we gather to celebrate our commitment to practicing an attitude of Diversity and Inclusiveness within our Catholic school. Teach us to see people through your loving eyes, so that we will become more aware of the goodness that you have instilled in each one of us. Help us to see your image and likeness in the faces of all people so that we treat them with dignity and respect, without prejudice. Give us the grace that we need to use our gifts and our talents generously and usefully, so that we will continue to build your Kingdom here on earth. We ask this, through Christ our Lord, who lives and reigns with you and the Holy Spirit, one God, forever and ever. Amen.

#### **First Reading**

A reading from the Letter of Paul to the Ephesians.

Let us give thanks to the God and Father of our Lord, Jesus Christ! Because of his love God had already decided that through Jesus Christ he would make us his children. Let us praise God for his glorious grace, for the free gift he has given in his dear Son! God will bring all creation together, everything in heaven and on earth, with Christ as head.

Live a life that measures up to the standard God set when he called you. Be always humble, gentle and patient. Show your love by being tolerant with one another. Do your best to preserve the unity which the Spirit gives by means of the peace that binds you together. There is one body and one Spirit, just as there is one hope to which God has called you. There is one Lord, one faith, one baptism; there is one God and Father of all people, who is Lord of all, works through all and is in all.

The Word of the Lord.

Thanks be to God.

## **Peace and Unity Prayer**

Loving Father,

You have called us to be one, to live in unity and harmony,  
and yet we are divided:

race from race,

faith from faith,

rich from poor,

old from young,

neighbour from neighbour.

O Lord,

break down the walls that separate us,

tear down the fences of indifference and hatred;

forgive us the sins that divide us,

free us from pride and selfishness,

overcome our prejudices and fears,

give us courage to open ourselves to others;

and by the power of your Spirit, make us one.

We ask this through Christ, our Lord, who lives and reigns with you and the Holy Spirit,  
one God forever and ever. Amen.

Adapted from the Opening Worship of the Sixth Assembly of the World Council of Churches. Vancouver, 1983.

## **Our Father**

Let us pray together in the words our Saviour taught us. Our Father...

## **Blessing**

May God our Father bless us with wisdom and understanding as we participate in our Diversity Conference activities today. Amen.

And may Almighty God bless us, in the name of the Father, and of the Son, and of the Holy Spirit. Amen.

## **APPENDIX B**

P	E	E	R	S
Someone who was born in another country <hr/>	Someone who is kind <hr/>	Someone who plays an instrument <hr/>	Someone who has a brother <hr/>	Someone who is left handed <hr/>
Someone who is a visible minority <hr/>	Someone who has a close friend who is of another race <hr/>	Someone who has his or her first name mispronounced often <hr/>	Someone whose first language is not English <hr/>	Someone who is a member of a club or a team <hr/>
Someone who can say The Lord's Prayer <hr/>	Someone who has different coloured eyes than you <hr/>	Someone who has travelled to another country <hr/>	Someone who has a sister <hr/>	Someone who is from a mixed heritage background <hr/>
Someone who is an only child <hr/>	Someone who is a good friend <hr/>	Someone who has a pet <hr/>	Someone who has an accent <hr/>	Someone who plays hockey <hr/>
Someone who likes school <hr/>	Someone who is good in French <hr/>	Someone who is a good artist <hr/>	Someone one is a good listener <hr/>	Someone who loves to dance <hr/>

## **APPENDIX C**

**Dear God,**

**Give us the gifts that we need;**

**Help us to be just as you are just,**

**Compassionate as you are compassionate.**

**You are a fair God,**

**And that fairness you make known to us**

**Time and time again.**

**Help us to learn your lessons**

**So that we can help to build a world**

**of justice, compassion and peace.**

**Then, the poor will no longer be shamed,**

**And those who are bullied and ridiculed will have  
an abundance of friends and blessings.**

**Your mercy will surround us.**

**We love you O Lord,**

**And through our words and actions**

**We will make that known to everyone.**

**Keep blessing us Lord.**

**Amen.**

*Adapted from David Haas*

## APPENDIX D

### DIVERSITY CONFERENCE DEFINITIONS

**Ableism:** is a pervasive system of discrimination and exclusion that oppresses people who have mental, physical or emotional disabilities.

**Ageism:** discrimination, bias, or stereotyping based on age.

**Bias:** An opinion or preference that is formed with justification.

**Classism:** the institutional, cultural, and individual set of practices and beliefs that assign differential value to people according to their socio-economic status.

**Culture:** the totality of ideas, beliefs, values, knowledge, language, and way of life of a group of people who share a certain historical background. Manifestations of culture include art, laws, institutions, and customs. Culture changes continually and, as a result, often contains elements of conflict and opposition.

**Discrimination:** refers to a blatant denial of equal treatment, civil liberties and opportunity to individuals or groups. The practice or act of making distinctions between people based on such characteristics as race, ethnicity, nationality, faith, gender, disability or sexual orientation, which leads to the inequitable treatment of individuals or groups. Discrimination may also have the effect of withholding or limiting access to opportunities, benefits and advantages that are available to other members of society. The impact of discrimination becomes compounded when two or more factors such as race, gender, disability, etc., are present in the same situation. In determining whether discrimination exists in a given situation it is important to assess whether the individual's or group's circumstances arise out of historical disadvantages or are the result of an act that denies or curtails their rights.

**Diversity:** has many forms and layers. Diversity is present not only when we see physical differences, such as skin colour, types of dress, or physical disabilities, but also in our different cultural backgrounds. Diversity includes differences in age, gender, race, sexual orientation, ethnic background, geographic location, income, parental status, marital status, religious beliefs, profession, etc.

We were all born and raised within a cultural context. This cultural context creates differences in family structure, peer relationships, schooling, and many other influences that have deeply contributed to who we are today. Cultural differences influence the way we think, act, interact and make choices. These varying characteristics may cause group members to interact in ways that enhance their relationships, or may interfere with the members' ability to achieve their individual or group objectives.



**Ethnic Group:** a group of people who share a cultural heritage which often include national affiliation, language and religion.

**Equity:** is measured as the equality of outcomes for groups, especially in institutions such as schools or corporations. Equity starts with equality of opportunity and, if an institution is diverse and inclusive, leads to equality of outcomes for all groups.

- Equity-equality of access and outcome. An equity program is one that is designed to remove barriers to equality by identifying and eliminating discriminatory policies and practices. Such a program is intended both to remedy the effects of past discrimination and to prevent inequities.

**Ethnic:** an adjective used to describe groups that share a common language, race, religion, or national origin. Everyone belongs to an ethnic group. The term is often confused with “racial minority”.

**Ethnocultural Group:** a group of people who share a particular cultural heritage or background. Every Canadian belongs to some ethnic group. There are a variety of ethnocultural groups among people of African, Asian, European, and indigenous North, Central, and South American backgrounds in Canada. Some Canadians may experience discrimination because of ethnocultural affiliation (ethnicity, religion, nationality, language).

**Exclusion:** the state of group disempowerment, degradation and disenfranchisement maintained by systemic barriers and supported by an implicit ideology of superiority.

**Feminism:** the valuing of women and the belief in and advocacy for social, political and economic liberation for both women and men. Feminism questions and challenges patriarchal social values and structures that serve to enforce and maintain men’s dominance and women’s subordination.

**Gender Equity:** exists where systemic barriers which impede the full participation and fair outcomes for all people, regardless of gender or sexual preference have been removed.

**Harassment:** Persistent, ongoing communication (in any form) of negative attitudes, beliefs or actions towards an individual or group which might reasonably be known to be unwelcome, with the intention of disparaging a person or group. Forms of harassment include: name calling, jokes or slurs, graffiti, insults, threats, discourteous treatment, and written or physical abuse. Harassment may be either subtle or blunt.

**Hate Propaganda:** ideologies and beliefs transmitted in written, verbal or electronic form in order to create, perpetuate or promote antagonistic and belligerent attitudes and action directed against a specific group or groups of people.

**Heterosexism:** the societal/cultural, institutional, and individual beliefs and practices that assume that heterosexuality is the only natural, normal, and acceptable sexual orientation.

**Homophobia:** fear of or negative bias against gays and lesbians.

**Homophobic Harassment:** the expression of anti-lesbian and anti-gay attitudes. It is a form of discrimination based on sexual orientation and may include derogatory comments, offensive jokes, verbal or physical expressions of violence, and threats of outing (alleging or disclosing that someone is gay or lesbian without his/her permission).

**Inclusive Language:** the deliberate selection of vocabulary that avoids both the inadvertent or implicit exclusion of particular groups.

**Inclusiveness:** exists when disadvantaged communities and designated group members share power and decision-making at all levels in projects, program and institutions.

**Intolerance:** unwillingness to endure and/or lack of respect for the beliefs and practices of an individual or group by another individual or group. Racial intolerance refers to the unwillingness to permit equal opportunity and full societal participation to members of other racial groups; religious intolerance is the unwillingness to endure those of other religious beliefs.

**Lookism:** discrimination based on physical appearance. It occurs when people are judged and treated according to the outward appearance of one or more aspects of their bodies.

**Marginalization:** exists when the voices of a community are separated and contained apart from the problem-solving and central decision-making of an institution or a society.

**Minority Group:** refers to a group of people within a given society which has little or no access to social, economic, political or religious power. The term may connote inferior social position, or may refer to a group which is small in number.

**Oppression:** how one group is dominated by another, more powerful, individual or group, through physical, psychological, social or economic threats or force, and frequently by an ideology of dominance.

**Power:** the ability to exercise, influence, or control authority.

**Prejudice:** a set of attitudes held by one person or group of persons about another person or group which casts the other in an inferior light and for which there is no legitimate basis in fact. The term is derived from the word “prejudge”. Prejudicial attitudes are very resistant to change because concrete evidence that contradicts the prejudiced view tends to be dismissed as “the exception to the rule”.

**Privilege:** right, advantage, or immunity belonging to a person, class or office.

**Race:** a group of people of common ancestry, distinguished from others by physical characteristics such as colour of skin, shape of eyes, hair texture, or facial features. Nowadays the term is used to designate the social categories into which societies divide people according to such characteristics.

**Racism:** is a system in which one group of people exercise abuse of power over others on the basis of skin colour and racial heritage. It is a set of implicit or explicit beliefs, false assumptions and actions based upon an ideology of inherent superiority of one racial or ethnic group over another. Systemic racism is embedded within organizational and institutional structures and programs as well as within individual thought or behaviour patterns.

**Religious Discrimination:** discrimination based on religion or creed.

**Segregation:** enforced separation of groups within a community.

**Sexism:** the cultural, institutional, and individual set of beliefs and practices that view women as inferior and denigrate values and practices associated with women.

**Stereotyping:** a false generalized conception of a group of people which results in the unconscious categorization of each member of that group, without regard for individual differences. Stereotyping may relate to race or age; ethnic, linguistic, religious, geographical or national groups; social, marital or family status; physical, developmental or mental attributes; and/or gender.

**Systemic Discrimination:** often refers to racism or discrimination which has become historically entrenched in systems (systemic), and results in barriers to equality or opportunity for members of minority groups.

**Tolerance:** accepting and encouraging diversity as part of a value, system.

**APPENDIX E**

**Diversity and ISM Awareness Activity**

What is diversity?

What differences does diversity include?

Define the ISM that you are given. \_\_\_\_\_

Give an example of this ISM.

Report the meaning and the example of this ISM to your group.

**APPENDIX F**

Diversity Jeopardy Answer Key

<b>'ISM's</b>		
#1	Discrimination and exclusion based on age.	What is ageism?
#2	Beliefs and practices that view women as inferior.	What is sexism?
#3	Discrimination and exclusion based on physical appearance.	What is lookism?
#4	Discrimination and exclusion based on skin colour and racial heritage.	What is racism?
#5	Discrimination and exclusion of people with mental, physical or emotional disabilities.	What is ableism?

<b>Diversity</b>		
#1	A group of people of common ancestry.	What is race?
#2	A false idea of a group of people that results in discrimination and exclusion.	What is a stereotype?
#3	The acceptance of differences in age, gender, race, and ethnic background.	What is diversity?
#4	An opinion or preference formed without reason or justification.	What is bias?
#5	The denial of equal treatment, civil liberty, or opportunity to individuals or groups.	What is discrimination?

<b>Sports</b>		
#1	Venus and Serena Williams have won many titles in this sport.	What is tennis?
#2	This former NBA superstar stands over 7 1/2 feet tall and used to play for the Houston Rockets.	Who is Yao Ming?

#3	Manon Rheaume was the first female athlete to play in this professional sports league.	What is The National Hockey League?
#4	This Brazilian soccer player is considered by many to be the greatest of all time.	Who is Pele?

#5	This famous athlete was cut from his/her high school basketball team.	Who is Michael Jordan?
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### Music and Entertainment

#1	This musician currently has the most popular YouTube video.	Who is Psy?
#2	A famous Canadian singer who was born in Stratford, Ontario.	Who is Justin Bieber?
#3	This multicultural group was discovered on X Factor.	Who is One Direction?
#4	This famous talk show host is known for dancing on every show.	Who is Ellen Degeneres?
#5	This father-son duo starred in the movie The Pursuit of Happiness.	Who are Will and Jaden Smith?

### Food

#1	This Italian food is very popular in Canada and can include each of the four food groups.	What is pizza?
#2	This delicious Mexican delight is usually filled with meat and topped with lettuce, tomatoes, sour cream, cheese, and salsa.	What is a taco?
#3	This raw food is popular in Japan.	What is sushi?
#4	This is the most popular North American food.	What is the hamburger?
#5	This spice mixture is commonly used in East Indian cooking.	What is curry?

### Final Question

Different individuals valuing each other regardless of skin colour, intellect, talents, or years.	What is diversity?
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## **APPENDIX G**

### **ONE DAY – STUDENT ACTIVITY SHEET**

1. What similarities did you observe in the people of this video?
2. What differences did you observe in the people of this video?
3. What message do you think the creators of this video wanted to convey?
4. What personal connection can you make?
5. Read the first line of the lyrics for the song One Day. Write down something for which you are thankful.
6. Read the rest of the lyrics of the song One Day. What message of hope do they bring to you?
7. “The world is still smiling” is the closing phrase that the makers of this video selected. With a partner, create your own closing phrase.

## One Day

### **Matisyahu**

Sometimes I lay under the moon and thank God I'm breathing.  
Then I pray, don't take me soon cause I am here for a reason.  
Sometimes in my tears I drown but I never let it get me down.  
So when negativity surrounds, I know some day it'll all turn around, because all  
my life I've been waiting for, I've been praying for, for the people to say that we  
don't wanna fight no more, there'll be no more wars and our children will play.

One day x6

It's not about win or lose cause we all lose when they feed on the souls of the  
innocent blood drenched pavement.  
Keep on moving though the waters stay raging.  
In this maze you can lose your way (your way).  
It might drive you crazy but don't let it faze you no way (no way).

Sometimes in my tears I drown but I never let it get me down.  
So when negativity surrounds, I know some day it'll all turn around, because all  
my life I've been waiting for, I've been praying for, for the people to say that we  
don't wanna fight no more, there'll be no more wars and our children will play.

One day x6

One day this all will change.  
Treat people the same.  
Stop with the violence, down with the hate.  
One day we'll all be free and proud to be under the same sun singing songs of  
freedom like

One day x4

All my life I've been waiting for, I've been praying for, for the people to say that  
we don't wanna fight no more, there'll be no more wars and our children will play.  
One day x6



## APPENDIX H

### Diversity Bead Program

Letter and Symbol	Meaning	Observable Actions
D The necklace	Doer of all	
I Orange bead	ISM awareness Understand the “isms” ableism, ageism, classism, lookism, sexism, racism, homophobia	
V Purple bead	Vision of Christ Being and acting as the hands and feet of Christ, demonstrating Gospel Values and the teachings of Christ	
E Green Bead	Environmental Stewardship Respecting the environment and learning the importance of conservation	
R Red bead	Responsible Leadership Setting a good example for others, having a positive influence on those around and helping to solve problems	
S Brown/black bead	Social Justice Helping those who are less fortunate and addressing the causes of their situations	

I White bead	Integrity To do what is right. What is RIGHT is not always what is POPULAR and what is POPULAR is not always RIGHT	
T Blue bead	Teamwork and Friendship Making new friends and working together in a positive and friendly environment	
Y Yellow bead	Youth Empowerment Overcoming a fear, trying something new and keeping a positive attitude	

## APPENDIX I

### Diversity Conference Commissioning Liturgy

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

Let us put ourselves in the presence of the Lord as we gather in prayer to commit and dedicate ourselves to building His Kingdom on earth by raising awareness of and offering peaceful solutions to the diversity issues in our School and our Community.

#### Opening Prayer

God of all nations and Creator of all people, heal all attitudes and behaviours of bias and prejudice that divide us. Teach us to live together in peace and equality, believing in the goodness of all people. Give us the heart and the vision to live together in harmony as one family in Christ Jesus, and fill us with the joy of the Holy Spirit as we celebrate our diversity. We ask this through Christ our Lord who lives and reigns with you and the Holy Spirit, one God forever and ever. Amen.

#### Penitential Rite

We are children of a God who is loving and merciful. Let us open our hearts to His forgiveness for the times that we have failed to love and respect all people by responding, "***Lord, bless and forgive us.***"

***Lord, bless and forgive us.***

For the times that we have failed to recognize the image and likeness of God in all people.

***Lord, bless and forgive us.***

For the times that we have failed to speak and act when people were being treated unjustly and disrespectfully.

***Lord, bless and forgive us.***

For the times that we have failed to love others as we should.

***Lord, bless and forgive us.***

Lord our loving God, bless us with the wisdom, courage and grace that we need to be more generous and loving to all people. We ask this through Christ our Lord. Amen.

### **First Reading**

A reading from the Letter of Paul to the Philippians (2: 1-5)

Brothers and sisters,  
Christ encourages you,  
And his love comforts you.  
God's spirit unites you,  
And you are concerned for others.  
Now, make me completely happy!  
Live in harmony by showing love for each other.  
Be united in what you think,  
As if you were only one person.  
Don't be jealous or proud,  
But be humble and consider others  
More important than yourselves.  
Care about them as much as you care about yourselves  
And think the same way that Christ Jesus did.

The Word of the Lord.  
Thanks be to God.

## **Psalm**

God, who are the ones that you welcome,  
who are the ones that you call your own?

The ones who are close to you are  
those who live lives that are admirable,  
those who make the right choices,  
those who speak the truth,  
those who are courageous.

They speak the truth about others,  
never spread lies;  
they treat everyone well,  
as each deserves.

They stay away from those  
who demean you,  
they stay close to all who try  
to stay close to you.  
They keep their word,  
they can be counted on.

When they give they give with no strings attached,  
freely; they are generous  
totally for the good of all.  
If we live like them,  
we will never be shaken.

## **Gospel**

A reading from the holy Gospel according to John, (13: 34-35)

Glory to you, O Lord.

Jesus said to his disciples:

“I am giving you a new command.

You must love each other,

Just as I have loved you.

If you love each other,

Everyone will know that you are my disciples.”

The Gospel of the Lord.

Praise to you Lord Jesus Christ.

## **Reflection**

In the Gospel, Jesus calls us to be His disciples by loving one another as He loves us. As disciples who follow His example of loving, we help to build His Kingdom on earth, for as the Prayer of St. Theresa's states:

Christ has no body but yours:

No hands but yours,

No feet but yours.

Yours are the eyes through which

He is to look out,

Christ's compassion to the world.

Yours are the feet with which

He is to go about doing good.

Yours the hands with which

He is to bless now.

## **Commissioning**

As you prepare to go forth from this Diversity Conference to be active witnesses to the Gospel message of justice, compassion and love for all people, please respond, "***I will.***"

Look at your hands. Will you use them in tenderness to heal and bless those who have suffered from the effects of bias and prejudice?

***I will.***

Look at your feet. Will you use them to go about building God's Kingdom on earth?

***I will.***

Put your hands over your heart. Will you respond to the call to discipleship by following Jesus' example of love?

***I will.***

Make a small cross on your forehead. Will you prayerfully rely on the grace of God and the wisdom of the Holy Spirit to help you in all of your endeavours to build a better world for all?

***I will.***

## **Distribution of Necklaces**

Play the song *With My Own Two Hands* by Ben Harper as the necklaces are distributed to each student.

As the necklace is placed around the student's neck, the teacher/facilitator may make a personal comment to the student about his/her participation at the Diversity Conference, or say, "May God guide and bless you."

## **Closing Prayer**

Sent by the Lord am I,  
my hands are ready now  
to make the earth the place  
in which the Kingdom comes.

The task of changing  
a world of hurt and exclusion  
into a world of love and acceptance  
is mine to do.  
Help me to obey.  
Help me to do your will, O Lord.  
Amen.

## **Blessing**

Please answer “**Amen**” to each of the blessings.

May God bless us with love to embrace all people as our brothers and sisters in the family of God.

**Amen.**

May God bless us with the courage to speak and act when we see people being taunted, bullied and excluded.

**Amen.**

May God bless us with the perseverance to work for justice and peace.

**Amen.**

May God bless us, in the name of the Father, and of the Son, and of the Holy Spirit.

**Amen.**



## With My Own Two Hands

Ben Harper

I can change the world  
With my own two hands  
Make a better place  
With my own two hands  
Make a kinder place  
With my own two hands  
With my own, with my own two hands.  
I can make peace on earth  
With my own two hands  
I can clean up the earth  
With my own two hands  
I can reach out to you  
With my own two hands  
With my own, with my own two hands.

I'm gonna make it a brighter place  
I'm gonna make it a safer place  
I'm gonna help the human race  
With my own, with my own two hands  
I can hold you,  
With my own two hands  
I can comfort you  
With my own two hands  
But you got to use  
Use your own two hands  
Use your own, use your own two hands