



Grades  
7-12

# Inclusive Spaces Handbook



**inclusion center**  
for community and justice

# CONTENT

<b>Overview.....</b>	<b>1</b>
<b>Lesson 1: Respectful Conversations.....</b>	<b>2</b>
<b>Lesson 2: Positive Self Identity.....</b>	<b>4</b>
<b>Lesson 3: The World Is Our Community.....</b>	<b>6</b>
<b>Lesson 4: Human Relations Bingo.....</b>	<b>8</b>
<b>Lesson 5: Empowerment Training.....</b>	<b>10</b>
<b>Lesson 6: Being an Ally.....</b>	<b>13</b>
<b>Glossary of Terms.....</b>	<b>16</b>
<b>Inclusion Center Services.....</b>	<b>18</b>

## Overview

**PURPOSE** *Inclusive Spaces Handbook* is a skills-based curriculum designed to improve intergroup relations and teach students the value of inclusion. Inclusion Center for Community and Justice™ believes young people need skills and opportunities to put their beliefs into practice. *Inclusive Spaces Handbook* helps educators equip students to promote respect for diversity in their classrooms, schools and communities. This curriculum is designed to help young people accept themselves and their peers while they work together to make the United States a more inclusive society.

**FORMAT** *Inclusive Spaces Handbook* consists of six distinct modules based on six different themes. In “Respectful Conversations,” rights and responsibilities for how we talk to one another are established. “Positive Self Identity” encourages students to explore their sources of strength and self-worth by creating their personal shield. In “The World Is Our Community,” students learn about backgrounds and the values important to themselves and their families. The module “Human Relations Bingo” challenges students to examine other backgrounds and celebrate their differences. “Empowerment training” gives students a non-threatening opportunity to play out concerns they may have about situations involving prejudice, and practice interrupting discrimination. Finally, “Being an Ally” helps students look toward the future and make a commitment to promoting inclusion. *Inclusive Spaces Handbook* enables students to identify specific steps and strategies for building inclusion in their schools and neighborhoods.

**INSTRUCTIONS** Each module includes directions for the instructor, suggested times and materials, and handouts for duplication. Most of the exercises include discussion questions to help teachers process student experiences and impressions. Every exercise concludes with suggestions for further development and exploration. Each module is complete and can be used separately to meet specific needs of different classrooms. However, they are arranged in order, which allows them to complement and build upon one another. *Inclusive Spaces Curriculum* may be used at any time during the school year. If the modules are to achieve their purpose, educators must follow the instructions included. When properly conducted, each exercise allows participants to explore sensitive issues in a non-threatening environment, minimizing the risk of discomfort for both participants and facilitators.

## Lesson 1: Respectful Conversations- Building Classroom Norms

### Teaching Notes

<p><b>PURPOSE</b> To create a supportive climate in the classroom so that students feel accepted, valued, and comfortable expressing ideas to each another. A supportive climate must be set and maintained if students are to learn, understand and respect multiple points of view.</p>	<p><b>GROUP SIZE</b> Any size group</p> <p><b>TIME</b> 20 minutes to review; 10 minutes to sign and post</p> <p><b>MATERIALS</b> One “Building Classroom Norms” handout per participant; pens and pushpins</p>
<p><b>INSTRUCTIONS</b></p>	<p>Distribute a “Respectful Conversations” handout to each student. Explain to the students that in order for the class to begin to talk with and learn about one another, it is essential that we set a climate where people feel safe in sharing their opinions. Place students in small groups and give each group a section to read aloud. Explain the exercise to the class and then offer some examples of its application. (You may prefer to have the class generate their own list of Rights and Responsibilities.) Once the students understand their rights and responsibilities in creating a safe climate in the classroom, each student is to sign his/her handout. When the sheets are signed, they can be posted on a bulletin board to remind students of their personal commitments to themselves and others.</p>
<p><b>SUMMARY</b></p>	<p>Establishing ground rules that create a safe climate in the classroom is essential before beginning any type of conversation. When the conversation is centered on intergroup relations, the establishment and maintenance of ground rules are critical to the success or failure of future activities. The rights and responsibilities outlined in the “Building Classroom Norms” handout can also be used as the ongoing “Code of Behavior” for the classroom.</p>

## Building Classroom Norms: WORKSHEET

<b>Group Norms</b>	<b>MY RIGHTS AND RESPONSIBILITIES</b>
<p><b>I'm Okay, You're Okay</b></p> <p>No one is wrong for thinking, feeling, or being themselves. I am okay to be the person that I am, and my peers are okay being who they are.</p>	<p><i>I have the right to be treated with respect. I will not ask others to change, nor will others try to change me.</i></p>
<p><b>Agree to Disagree – Respectfully</b></p> <p>Two people with different opinions can disagree while still having respect for each other.</p>	<p><i>I will be respectful to those who disagree with my beliefs or opinions, and I can expect the same from others. I will accept that I am not here to change other peoples' minds.</i></p>
<p><b>Keep an Open Mind</b></p> <p>We are all here to learn.</p>	<p><i>Instead of trying to correct others, or always be right, I will express and explore. I have a responsibility to deeply listen to others and hear their "truth."</i></p>
<p><b>"I" Statements</b></p> <p>State opinions, feelings, and stories with "I" instead of "You" or "Everyone". This keeps us from speaking for other people or groups.</p>	<p><i>I will speak for myself. I will share my feelings and experiences without telling other people what they feel or think. For example, I will use statements like "I feel upset when someone is bullied."</i></p>
<p><b>Step Up, Step Back</b></p> <p>Everyone should participate at their own comfort level. If someone is quiet, he/she should consider stepping up. If someone is leading the conversation, he/she should consider stepping back and allowing others to share.</p>	<p><i>I will pay attention to how much I am or am not sharing with the group. I will share my thoughts and feeling when I feel comfortable and challenge myself to ask questions. I will allow others to share their thoughts and feelings, especially if I have already had an opportunity to do so.</i></p>

## Lesson 2: Positive Self Identity

### My Personal Shield: Teaching Notes

<p><b>PURPOSE</b></p> <p>This activity affirms one’s own life experience, regardless of age. By allowing participants an opportunity to validate self first, teachers encourage students to validate another’s unique life experience.</p>	<p><b>GROUP SIZE</b> Any size group</p> <p><b>TIME</b> 10 minutes to complete the personal shield; 20 minutes to share with class</p> <p><b>MATERIALS</b> One “Personal Shield” worksheet per participant; pens, pencils, colored markers, crayons</p>
<p><b>INSTRUCTIONS</b></p>	<p>Distribute a personal shield to each student. Explain that the personal shield represents them. Then tell the students that the first step toward learning how to get along with other people is to identify what is important about us and to share that with others. Invite students to draw whatever they want, using symbols or words to best express their personality. Encourage them to be as creative as they wish. After everyone has completed the task, ask the students to share something they felt particularly good about including in the shield. You may wish to use the following questions for discussion:</p> <ul style="list-style-type: none"> <li>-Do you see any similarities between your personal shield and the shields of other students?</li> <li>-Is there anything you would add to your shield now? A few years from now?</li> </ul>
<p><b>SUMMARY</b></p>	<p>The shield is a portrait of how we see ourselves at this point in our lives. No two are alike, and just as each of us has the power to change over time, the information in our shields may change as our ideas and experiences change. You may choose to collect the shields for classroom display, or allow the students to keep them. Explain how the classroom environment is enhanced when diversity is acknowledged and appreciated.</p>

# My Personal Shield: Worksheet

**Things I Like About Myself**

**Things I Do Well**



**Describe Yourself**

## Lesson 3: The World Is Our Community

### Teaching Notes

<p><b>PURPOSE</b></p> <p>This activity is designed to help students learn about themselves and one another by sharing information in an experiential format.</p>	<p><b>GROUP SIZE</b></p> <p>Up to one classroom of students with ten students assigned to each chart</p> <p><b>TIME</b></p> <p>10 minutes to complete wall charts; 20 minutes to share responses in small groups; 10 minutes to debrief the exercise with entire class.</p> <p><b>MATERIALS</b></p> <p>A strip of butcher paper (approximately 10 feet long) for each wall chart; prepared wall charts with worksheet questions; a copy of The World Is Our Community worksheet for each student; flip chart markers for writing on wall charts</p>
<p><b>INSTRUCTIONS</b></p>	<p>For every 10 students in your class, cut a strip of butcher paper 10 feet long. Using the chart diagram that follows, prepare the wall chart and hang it on the wall. We suggest that you complete the first chart entry to provide an example for the students.</p> <p>When the students arrive, explain that the class will use the charts on the walls to learn more about themselves and others. Distribute the worksheet, read the instructions and invite students to complete the questions on the chart. When the charts are completed, form small groups of students who signed the same chart. They may wish to form their groups around their chart in order to read it clearly. Once in a small group, each student should have an opportunity to share his/her chart entries. Small groups have 20 minutes to discuss. When the small groups have finished, conduct a brief discussion using the following questions...</p> <ul style="list-style-type: none"> <li>• What similarities or differences did you notice among yourselves?</li> <li>• Did you learn anything new about yourself or your classmates?</li> <li>• What does the chart tell us about the people in our class?</li> <li>• Did you think the chart reflects the diversity in our community?</li> </ul>
<p><b>SUMMARY</b></p>	<p>The charts should be posted each day of the activity; they provide a powerful reminder of the diversity present in your classroom, and can support and inform the rest of this curriculum. If you had two or more groups in your class, conduct a brief “walk-through” so that students see the responses of all their classmates. The exercise can spur further exploration about diversity and community, particularly if these questions guide class discussion:</p> <ul style="list-style-type: none"> <li>• Is it important for us to develop an understanding and respect for our own cultures, languages, beliefs/faith groups and ethnic origins? Why or why not?</li> <li>• Is it important for us to develop an understanding and respect for the cultures, languages, faith groups/beliefs and ethnic origins of other people? Why/Why not?</li> <li>• What holds us together as a school? As a community? As country?</li> </ul>

The following questions are printed on the chart(s) you see posted around the classroom. These questions are designed to help you think and talk about who you are, what's important to you, and how you see your world. When you have completed the chart, you will have an opportunity to talk about your answers with the other students who have signed your chart. Answer only as honestly and directly as you wish. If you prefer not to answer a particular question, simply skip it and move on to the next one.

My Full Name	The Cultural Meaning of My Name	My Cultural Identity	Place(s) My Grandparents Were Born	My Religion, Faith, or Belief System	The Language(s) I Speak	A Person I Admire Greatly	Something I'd Like to Achieve in My Lifetime

# Lesson 4: Human Relations Bingo

## Teaching Notes

<p><b>PURPOSE</b></p> <p>An introduction to human relations and social justice topics. Students will learn to cover new terms and concepts in an engaging peer to peer manner, rather than lecture or memorization. This exercise will also “get a group up to speed” on unfamiliar issues/terms/ideas , allowing the group to go much deeper in later discussions</p> <ul style="list-style-type: none"> <li>Design your bingo sheet with your group in mind- VALIDATE the diversity you have in your room!</li> </ul>	<p><b>GROUP SIZE</b></p> <ul style="list-style-type: none"> <li>Any size group</li> </ul> <p><b>TIME</b></p> <ul style="list-style-type: none"> <li>Typically with a group of 20, it takes about 15 minutes or so to get the first “blackout”, or Bingo.</li> <li>The second portion, the dialogue debrief, can vary for 15 minutes to 30 minutes depending on the group</li> <li>The bingo grid can be made smaller if you have less time</li> </ul> <p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>Pencils/pens</li> <li>Enough “Bingo” sheets for each participant (they are all identical).</li> <li>Prize (optional, but encouraged)</li> </ul>		
<p><b>INSTRUCTIONS</b></p> <p>This exercise can be conducted in several variations. You will need to determine which variation to use based upon the way your students interact with each other.</p> <p><b>Debrief</b></p> <p>One of the best aspects of this exercise is that it allows <i>participants to determine the content of the conversation during the debrief.</i></p> <ul style="list-style-type: none"> <li>For example: A teacher can ask, “Among the different squares on your Bingo sheet, which exchanges did you find to be the most thought provoking or engaging?” Often, the most conceptual and possibly difficult questions will come out, allowing the group to dive into a conversation.</li> <li>Ask students to “define prejudice” or whatever else might be within a square they have signed.</li> <li>During this portion, be sure to have a “key” on hand to be able to answer the questions.</li> </ul> <p>With this in mind, be sure as a facilitator to be COMFORTABLE with all of the questions and material on the Bingo sheet.</p>	<p>Each participant is given a Bingo sheet and a pen/pencil. Participants are asked to circulate through the room asking other participants to sign their bingo card based on their knowledge. An example is below. Participant A asks participant B to name 5 American Indian tribes. If participant B can do it, than she or he would sign that square for participant A.</p> <p style="text-align: center;">Example</p> <table border="1" data-bbox="771 919 1425 1087"> <tr> <td style="width: 50%; padding: 5px;">Who in your group can define “prejudice?”</td> <td style="width: 50%; padding: 5px;">Who in your group can name 5 American Indian tribes?</td> </tr> </table> <ul style="list-style-type: none"> <li>Some important points: A participant may sign their own Bingo sheet once, and only ONCE. Depending on the size of the group, any given participant can only sign another participant’s sheet ONCE. In a small group (under 10) you may allow them to sign it twice. Be sure to clarify that they cannot simply exchange signatures, that they must instead <i>explain</i> to one another the answer before signing it.</li> <li>In addition, if you look at the above example, you will see that one of the answers is finite and concrete, while the other is more conceptual and exploratory. <i>This is important and intentional.</i> When creating your Bingo sheet, be sure to have about 50% “black and white” answers, and 50% conceptual and exploratory.             <ul style="list-style-type: none"> <li>BE SURE THAT THE PARTICIPANTS KNOW THAT SOME ARE EXPLORATORY AND DO NOT HAVE A RIGHT OR WRONG ANSWER. In these cases, they are to explore the issue together and gain insight from one another.</li> </ul> </li> <li>The participants are aiming for a full “Blackout,” not simply a one line Bingo.</li> <li>Be flexible about ending the game, sometimes allowing two or three to get full Blackouts.</li> <li><i>The most important step comes in the discussion afterwards.</i></li> </ul>	Who in your group can define “prejudice?”	Who in your group can name 5 American Indian tribes?
Who in your group can define “prejudice?”	Who in your group can name 5 American Indian tribes?		
<p><b>SUMMARY</b></p>	<p>An experiential activity that explores classroom diversity and human relations concepts.</p>		

## Lesson 4: Human Relations Bingo Worksheet

Who has a relative living in another country?	What does Feliz Navidad mean?	Who has lived on a farm?	What sport did Jackie Robinson play?	Please name five different faiths.
Who has lived in more than five states?	Please name five different Native American tribes.	Who is wearing clothes made in another country?	Who is Caesar Chavez?	Who originally created pasta?
Who has traveled out of the United States?	Who is a first generation immigrant to the U.S.?	PUT YOUR NAME HERE!!	Who knows a cultural dance?	Who can show you sign language for "I love you"?
Who speaks more than one language?	Who has participated in a Passover Seder celebration?	What is the sign of the Chinese New Year?	Who helped lead the Lewis and Clark expedition?	Where is the Amazon rain forest?
Who is Dr. Martin Luther King, Jr.?	What culture makes Miso Soup?	What is the most popular sport in the world?	What is the Koran?	Why is the Ethiopian New Year on a different date?

## Lesson 5: Empowerment Training

### Role Play Teaching Notes

<p><b>PURPOSE</b> Role Playing provides practice in responding to prejudice, and develops skills for use in real life situations. These role-plays reflect conflicts readily found in the schools of the culturally diverse nations. It is crucial that the role-plays be analyzed critically by the students to ensure that stereotypes and fear are not perpetuated.</p>	<p><b>GROUP SIZE</b></p> <ul style="list-style-type: none"> <li>Any size group</li> </ul> <p><b>TIME</b></p> <ul style="list-style-type: none"> <li>Per role-play is 10 minutes preparation; 5 minutes to perform; 10 minutes discussion</li> </ul> <p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>Copies of role play for each group</li> </ul>
<p><b>INSTRUCTIONS</b></p>	<p>Divide the class into four groups and assign each group a role-play. Alternatively, students may design their own role-play situations by asking themselves, “What would I do if...?” Teachers should only use the role-plays, with which they are comfortable. Have the groups spend about 10 minutes preparing their role-plays, and allow each group to present. After each presentation, have the class discuss the effectiveness of the response. Referring to the “Guidelines for Interrupting Prejudice” in this curriculum, you may want to ask the class: Does the response presented by the students encourage the person to change his/her behavior? Does it address what the person did? Does it provide information to correct the prejudice?</p>
<p><b>SUMMARY</b></p> <p><b>NOTE: When doing role plays, students are often reluctant to play the character displaying prejudice for fear that others think they would do this in real life. Remind the class that students are playing roles; the actions they portray are not their own but those of the role play. <i>TO AVOID THE PERPETUATION OF CONSCIOUS OR UNCONSCIOUS STEREOTYPES, WE STRONGLY RECOMMEND THAT STUDENTS PORTRAY CHARACTERS OF THEIR OWN RACIAL OR CULTURAL BACKGROUND.</i></b></p>	<p>After the role-plays have been presented and discussed, have the students create their own list of techniques for responding to prejudice. You may wish to refer to the guidelines, and ask students to identify and address the underlying prejudice that sets the stage for discrimination. Students can problem-solve and learn from one another how to best respond.</p>

# What Would You Do If...?: Guidelines for Interrupting Prejudice

## Important Points to Remember

- Avoid public, highly visible interaction.
- Start small, build on your skills
- Discuss the situation with an adult you trust—run your ideas by a teacher, parent, coach...
- You have a choice not to say anything.
- Start with yourself. Be sure your behavior and language are respectful.

Do not become frustrated. Change takes time—every step you take makes a difference.

The following techniques for effectively interrupting prejudice are not the only techniques and are not necessarily appropriate for every situation. These guidelines are not rigid; we suggest them as tools, which can be incorporated into a student's current response to prejudice and discrimination.

Explain to students that they have a choice about whether or not to respond to a situation involving prejudice and discrimination; these are some tools to help them if they choose to respond. Explain also that if their physical safety would be jeopardized by interrupting prejudice, students should do whatever would keep them most safe.

- Ask for information. For example, "Can you tell me why you think that about \_\_\_\_\_?"
- Try to respect the person's ideas—don't speak judgmentally. For example, "That was a stupid thing to say." People will not listen to you if you have made them feel bad.
- Give information and correct inaccurate information. For example, "I don't think \_\_\_\_\_ behaves that way."
- Tell the other person how you feel about what he or she has said. Focus on what the person said not on the person. For example, "I feel hurt when you call that person a \_\_\_\_\_"
- Ask the person not to repeat the behavior. For example, "Even though I'm not \_\_\_\_\_, it hurts me to hear that word. Please don't use it again."

## What Would You Do If...?: Role Plays

<b>Play #1</b>	<p><b>Setting:</b> Informal meeting  <b>Scene:</b> Your school is in an uproar. A racial slur was discovered spray-painted on a student's locker. Some concerned students call for a meeting to discuss the incident. You are at this meeting.  <b>What do you do?</b></p>
<b>Play #2</b>	<p><b>Setting:</b> Near the lunch area  <b>Scene:</b> One of your friends has just shared a mean-spirited stereotype about _____.  <b>What do you do?</b></p>
<b>Play #3</b>	<p><b>Setting:</b> The hallway  <b>Scene:</b> One of the students in your English class was not born in the United States. Several of your classmates make fun of the student because of his or her accent. Today, you see another student imitating the "foreign" student in the hallway.  <b>What do you do?</b></p>
<b>Play #4</b>	<p><b>Setting:</b> The classroom  <b>Scene:</b> One student is constantly making jokes about gay people and calling another student a name. The student being made fun of has confided to you that he can't take it anymore and will stop coming to class if this continues.  <b>What do you do?</b></p>

## Lesson 6: Being An Ally

### Teachers Notes: A Blueprint for an Inclusive Community

<p><b>PURPOSE</b> This activity is designed to help students make a commitment to behaviors, which support inclusion and diversity. It complements the “Respectful Conversations” exercise by providing students with a document for reflection and discussion after the formal class activities have ended.</p>	<ul style="list-style-type: none"> <li>• <b>PARTICIPANTS</b> Any size group</li> <li>• <b>TIME</b> 30 to 40 minutes</li> <li>• <b>MATERIALS</b> One “Blueprint” worksheet and one “Glossary of Terms” for each student</li> </ul>
<p><b>INSTRUCTIONS</b></p>	<p><b>A working glossary of terms is included with this activity and should be distributed with the “Blueprint” worksheet.</b></p> <p>Distribute a copy of both the “Blueprint” and the “Glossary of Terms” to each student. Ask them to read the definitions in the glossary and then answer the questions on the Blueprint. Allow the class 10 minutes to complete this process. Then divide the class into small groups of no more than five students, and invite students in the groups to discuss their answers with each another. Ask them not to judge but encourage them to question each other about the reasons for their answers. Allow 10 to 15 minutes for the small group discussions.</p> <p>The following questions can be used to help the whole class process the activity together: 1) Which items do you think will be the easiest for you to do? Point out that some are internal—low risk, while others are external— high risk 2) ‘Which items will be the most difficult for you to do? Why? 3) As you completed the “Blueprint,” what questions or issues were brought up for you? 4) How do you feel about making this kind of a plan for yourself? 5) What is the first action you are planning to take? 6) What are some of the actions you plan to take later and why did you put them off into the future? 7) What actions toward ending oppression have you committed to take to work? 8) What application does your plan have to this classroom, this school and your community?</p>
<p><b>SUMMARY</b></p>	<p>This activity brings the intent of the <i>Inclusive Spaces handbook</i> to life. It allows students to take personal responsibility and make a tangible commitment to work toward building an inclusive community.</p>

Each of us has the ability to work toward an inclusive community in which every person has the opportunity to belong, to achieve and to contribute. Because actions speak louder than words , below is a list of some things you can do to help create and maintain an inclusive community in your school, your neighborhood, your place of work or your place of worship. Change rarely happens all at once, so think about those actions you want to commit to now, those you wish to pursue in the future and those you may not choose to pursue at all. Check your response in the boxes to the right of each question. Remember, as you grow, so too will your thoughts and feelings about the role you will play in creating an inclusive community. Sign and date your form and refer to it periodically to assess the progress of your actions and attitudes.

## A Blueprint for an Inclusive Community Worksheet

1. I will challenge others when they make negative comments or jokes based on a person's race, ethnicity, gender, sexual orientation, ability or religion.	NOW FUTURE UNDECIDED	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. I will learn more about prejudice and discrimination and their effects on my community and me.	NOW FUTURE UNDECIDED	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. I will check my own attitudes and behaviors for bias and prejudice.	NOW FUTURE UNDECIDED	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. I will think carefully about the words and phrases I use because they may be degrading or hurtful to other people.	NOW FUTURE UNDECIDED	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. I will openly disagree when I hear someone humiliating another person because of that person's race, ethnic background, gender, sexual orientation, ability or religion.	NOW FUTURE UNDECIDED	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. When I plan meetings, recreational activities or group gatherings, I will be sure that people of all races, ethnicities, genders, sexual orientations, abilities and religions are welcome to participate.	NOW FUTURE UNDECIDED	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. I will treat people fairly and I will confront my friends and classmates who don't treat others fairly.	NOW FUTURE UNDECIDED	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. I will praise and support others who behave in ways that support cultural diversity and inclusion in my community.	NOW FUTURE UNDECIDED	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. I will take time to notice the subtle ways in which I or others treat people differently based on their race, ethnic background, age, gender, sexual orientation, ability or religion.	NOW FUTURE UNDECIDED	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10. I will avoid using language or repeating statements, which reinforce stereotypes.	NOW FUTURE UNDECIDED	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11. I will learn to be aware of subtle forms of prejudice and discrimination on the web, in music and/ or on the television- programs, advertising, news broadcasts, musical performances and I will protest (examples: by writing a letter, boycotting a product) when a book, newspaper, television program or musical performance reinforces or celebrates prejudice and discrimination.	NOW FUTURE UNDECIDED	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

12. I will learn to appreciate the other cultures present in my community and respect their holidays, celebrations and events.	NOW FUTURE UNDECIDED	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
13. I will not let a person's physical characteristics influence my judgment about his or her competence or ability.	NOW FUTURE UNDECIDED	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
14. I will learn about the policies and views of political candidates to find those who value and support an inclusive community.	NOW FUTURE UNDECIDED	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
15. I will volunteer to work with an organization or program that actively confronts prejudice and discrimination in my community.	NOW FUTURE UNDECIDED	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
16. I will make a real effort to get to know people who are different from me	NOW FUTURE UNDECIDED	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
17. I will be certain that any club or organization to which I belong actively recruits and welcomes participation from people of all different backgrounds, perspectives and beliefs	NOW FUTURE UNDECIDED	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
18. I will support stores, companies and businesses, which reject discriminatory practices and treat all customers and employees with respect.	NOW FUTURE UNDECIDED	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
19. I will try to make my actions and words a positive example of inclusion and respect.	NOW FUTURE UNDECIDED	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
20. I will continue to educate my communities (school, workplace, neighborhood, worship) and myself about inclusion and the eradication of prejudice and discrimination	NOW FUTURE UNDECIDED	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Signed \_\_\_\_\_

Date \_\_\_\_\_

## Glossary of Terms

The vocabulary used to discuss diversity and inclusion is subject to a wide variety of definitions and explanations. Because human experiences vary, so too does the language used to describe and interpret those experiences. We invite you to use and discuss this glossary-in-progress, keeping in mind that the vocabulary of diversity and inclusion will continue to change to reflect the experiences and voices of those who use it.

Basic to understanding many of the terms in this glossary is the concept of a **System of Advantage**. As used here, a system of advantage is that set of opportunities and circumstances which benefits certain groups of people at given times. These benefits are bestowed upon those who happen to be members of the “rulemaking group” (sometimes referred to as “dominant group”), and negatively affect members of other groups (sometimes referred to as “target groups”). See also *Institutional ISMS*.

**Ableism:** A system of advantage based on physical or mental characteristics.

**Ageism:** A system of advantage based on age.

**Appearanceism:** A system of advantage based on appearance.

**Assimilation:** The process through which one cultural group adapts to the attitudes, belief systems and ways of life of another culture. Degrees of assimilation range widely. In some cases a group will, over time, lose its cultural distinctiveness and adopt the attitudes, belief systems and ways of life of a dominant culture. In other cases a cultural group will become part of a new culture, while maintaining important aspects of its tradition and cultural distinctiveness.

**Bias:** A conscious or unconscious preference that inhibits a person’s capacity for impartial judgment. An unfair act or policy which results from a prejudicial mindset.

**Bigotry:** Intolerant prejudice that glorifies one’s own group, and, denigrates members of other groups.

**Classism:** A system of advantage based on socioeconomic class.

**Community:** A group of people whose members are connected to one another through a common identity, set of experiences or shared purpose.

**Culture:** A description given to a group of people who share a common experience or history. They may also share common language, religion, tradition, values, etc.

**Cycle of Oppression:** A cycle by which societies perpetuate inequality and systems of advantage. **Socialization** (socially modeled behavior teaching values, biases, stereotypes, power hierarchies) → **Internalization** (acquiring and accepting messages conveyed through socialization) → **Actualization** (acting on beliefs acquired through internalization, see five levels of discrimination) → **Institutionalization** (creating institutions of power which reflect the attitudes and beliefs of those in power) → **Socialization**

**Discrimination:** An action or behavior which favors some people and disadvantages others.

**Diversity:** The collective identities or characteristics of a group of people.

**Ethnocentrism:** A belief that one’s own ethnic group is superior to others; ethnically based bigotry.

**Faithism:** A system of advantage based on faith, religion, or spirituality.

**Five levels of discrimination:** Escalating levels of discriminatory *action*: verbal, avoidance, denial of access, violence, murder, genocide.

**Heterosexism:** A system of advantage, which favors heterosexuals.

**Homophobia:** The fear, dislike or hatred of gay men, lesbians and bisexuals. Also, the fear of being labeled by association with gay men, lesbians or bisexuals.

**Institutional “Isms”:** Social systems of advantage which are held in place by unspoken “rules” that enable dominant groups to maintain power over target groups by limiting their rights, freedom and access to necessary resources. Institutional “ISMS” involve every system in society: governmental/legislative, legal/ justice, commerce, education, communication/media, police/public safety, health care, property ownership, financial/economic. See also *System of Advantage*.

**Inclusion:** A set of community values which suggest that people of all backgrounds, perspectives and beliefs should have an equal opportunity to belong, achieve and contribute to their community(ies). Inclusion requires people to value, respect and accept their differences.

**Oppression:** The combination of prejudice and power which creates a system of advantage that benefits some groups (often called the “dominant groups”) and discriminates against other groups (often called the “target groups”). This system of advantage enables dominant groups to exert control over target groups by limiting their rights, freedom and access to necessary resources. Terms commonly referred to as the “isms” are specific examples of oppression: racism, sexism, classism, ageism, heterosexism, anti-Semitism, ableism.

**Prejudice:** A judgment or opinion formed before the facts are known or in disregard of facts that contradict it. A preconceived idea, or unreasonable bias, favorable or, more usually, unfavorable.

**Privilege:** Privilege is directly related to the concepts of oppression and institutional “isms.” Those in privilege are members of non-target groups that *benefit* from a system of advantage. For example, men are privileged concerning sexism, Caucasians are privileged concerning racism, and heterosexuals are privileged when it comes to heterosexism. As such, these privileged individuals have access to more rights, freedoms, and resources.

**Racism:** A system of advantage based on race.

**Sexism:** A system of advantage based on sex.

**Stereotype:** A fixed image, exaggerated belief or distorted truth about a person or group of people that allows for no individuality, critical judgment or social variation.

**Xenophobia:** The fear, dislike or hatred of people who are not born in the United States of America.



**inclusion center**  
for community and justice

## About The Inclusion Center

### WHO WE ARE

The Inclusion Center, formally NCCJ, was founded in 1927. The Utah chapter was founded in 1967 by three prominent community leaders: Arch Madsen, Joseph Rosenblatt, and Jack Gallivan, Sr.

### OUR MISSION—SINCE 1927

We are a human relations organization dedicated to eliminating prejudice, bigotry and discrimination. The Inclusion Center develops inclusive solutions to promote respect for all people through conflict resolution, education, advocacy and empowerment.

### OUR CORE VALUES

- Respect and understanding for all people
- Self-awareness of attitudes, values, and feelings
- Empowering individuals and groups to affect change
- Education about prejudice and discrimination
- Safe environments to explore, learn, and develop
- Advocate for just communities



### OUR LOGO

A Möbius strip is a unique object that has only one side and one edge. To us, the Möbius represents inclusion by allowing an individual to preserve their personal identity while being part of a larger whole—the community. Like the Möbius, we often appear to be vastly different in our opinions or traditions, or on two opposite “sides.” In the end however, we share our common humanity, and find we can work together to build respectful and safe communities, thus remaining on the same side. Inclusion is acknowledging and honoring our individuality, while moving towards unity.



**We Open Minds.**  
**We Open Minds.**  
We Open Minds.

# Prejudice affects us all.

Whether it's intentional or not, most of us have felt the impact of discrimination in our lives and are aware of the effects it has on our community. Moreover, each of us harbors individual biases. If we allow them to go unchecked, it's easy to create systems that grant access to select members of our community and deny it to others. The Inclusion Center assists individuals with crucial leadership concepts such as cultural competency, understanding oppression, prejudice reduction, conflict resolution, and strategic planning.

Due to the lack of opportunities for people to meaningfully interact with individuals from diverse backgrounds, our programming begins by bringing ethnically, religiously, and culturally diverse groups together. Through well-facilitated, interactive programming we provide a healthy environment to engage in frank dialogue, learn new perspectives, and develop skills to promote inclusion. With eighty years of experience, we assess the needs of each client and create tailored programs to ensure successful outcomes.



We help by offering  
workshops, retreats,  
camps and free events

# Programs for Youth

—Inclusive leaders, global communities—

## DAY WORKSHOPS

### Prejudice Reduction Workshop

(cost for 45 students \$650 half day / \$850.00 full day)

This program is designed to engage youth of all ages in full or partial day workshops similar to those found in Globaltown camps. Participants explore leadership skills, prejudice reduction, conflict resolution, and even discuss ways to fight oppression in their schools and communities.

### Building Bridges

(cost for entire 6th, 7th or 8th grade \$2500.00)

Building Bridges is a year long program designed to empower students. Starting off with a full day retreat in the mountains followed by three half-day workshops in their school, this program helps students examine their role as leaders and learn to be better examples to those around them. Over the course of the year, students learn how to address labeling and bullying, increase their self-awareness, and develop creative solutions to the tough challenges they'll face in the future.



Anytown Utah 2007

**YOUTH CAMPS:** Globaltown camps are environments where young leaders grow as humanitarians; learning to dialogue about divisive issues, expand perspectives, and see themselves as change agents.

### Anytown Utah Ages 15-18 (cost per student \$300.00)

For six days during the summer, students (i.e., delegates) dive into engaging exercises and honest dialogue to develop the self awareness, education, conflict resolution, and communication skills necessary to peacefully resolve prejudice and bigotry. The camp schedule includes workshops, interactive activities, guest speakers, culture night, and many additional experiences. Anytown Utah is more than just a camp it's a way of life. Anytown offers the building blocks for young and old to deeply examine our society and discover how we can make it better.

### Global Friends Ages 11-14 (cost \$6,000.00 for 45 students)

Global Friends is a three-day retreat designed for students who are interested in making their schools more understanding and inclusive. Here, student leaders explore options for living successfully in an increasingly diverse world. They learn more about those who are different from themselves and how to live peacefully together. Additionally, the skills learned at Global Friends camp inspires students to create projects with the school's support that engage the student body in becoming more respectful of others around them.

### Global Leaders Ages 15-18 (cost \$6,500.00 for 45 students)

A four-day condensed version of Anytown Utah camp (see above), this program allows students and faculty from local high schools to meet during the academic school year to examine how they can make their school environment and the broader community safer and more respectful of our differences. Global Leaders is the beginning of a year long partnership between participating schools, students, and the Inclusion Center. This partnership empowers alumni to take the lead in addressing bias, and oppression in their schools through multi-school campaigns like Oppression Awareness Week and Mix It Up Day.

# Programs for Adults

— behumankind —

## DAY WORKSHOPS

### Inclusive Insight I

The primary focus of Inclusive Insight is to develop new capabilities among leaders to ensure that our businesses, organizations, and institutions are inclusive and empowering to all. Using in-depth discussion and interactive exercises, Inclusive Insight introduces themes of multiculturalism, personal bias awareness, prejudice reduction, and cultural competency. Offered in both full and partial day courses.

### Inclusive Insight II

Designed as a long-term relationship, Inclusive Insight II covers a range of topics beginning with the themes mentioned in Inclusive Insight I (see above), and continuing on to more advanced topics such as institutional discrimination, privilege (race, class, and gender), and in-depth discussions on topics relevant to your community or workplace. The content and timetable of these courses are customized to meet your specific needs.

### Inclusive Spaces—Training for Educators

This workshop is specially designed for educators to provide the tools and skills necessary to create inclusive spaces within the classroom. The philosophy of this training is to foster inclusion in our schools through education, discussion, and self-awareness rather than limiting our efforts to classroom rules or ignoring the topic all together. The training includes practical classroom materials such as inclusive spaces posters, talking points for discussions, and insight regarding issues affecting today's youth.

## ADULT RETREATS

### Inclusion Summit

The Inclusion Summit is a five-day, four-night, leadership development course that takes place in the heart of the Wasatch Mountains outside of Salt Lake City. At the Inclusion Summit, participants are given the opportunity to explore important social justice concepts that affect our communities and workplaces.

Using dialogue and engaging activities, participants develop new leadership capabilities and address issues such as personal bias, privilege, and institutional discrimination.

Please contact us for a brochure on this program.



## Free Community Events

### Thanksgiving Interfaith Service

Held on the Sunday before Thanksgiving, this event allows us to celebrate in the spirit of unity, gratitude and charity. The Thanksgiving Interfaith Service is hosted by a different faith group each year which gives everyone a unique opportunity to learn about other faith groups in our community.

### O.P.E.N. Forum

The purpose of this semi-annual forum is to provide local individuals and organizations the opportunity to collaborate, exchange information, and generate common solutions for the development of social justice in our community. With flexibility and adaptability in mind, each O.P.E.N. Forum event addresses current topics relevant to creating equity in our community.

### Community Insight

Community Insight gives individuals of all backgrounds the unique opportunity to come together in a safe, well-facilitated environment to engage in dialogue and explore strategies to overcoming barriers between us. Using programming similar to that found in our Inclusive Insight trainings for adults, Community Insight is free and open to the public. In this sense, it is designed as a forum for local community members to begin to work together for inclusion. Please join us once a quarter for this unique workshop. Space is limited so please contact us in advance to reserve your spot.



## Fundraising Events

### Humanitarian Awards Dinner *Spring*

Since our chapter's inception in 1967, the Humanitarian Awards Dinner has recognized outstanding humanitarians in our community whose actions exemplify the values of our organization. Please join us as we pay tribute to the allies and leaders that promote inclusion throughout our community.

Past honorees include: Spence & Cleone Eccles, President Michael S. Bassis of Westminster College, Robert "Archie" Archuletta, Attorney General Mark Shurtleff, The Utah Humanities Council, President James E. Faust, Governor Olene Walker, The Commission On Racial & Ethnic Fairness in the Criminal and Juvenile Justice Systems, Bishop Carolyn Tanner Irish, Fred Ball, Reverend France Davis, Norma Matheson, Don Gale, Governor Michael O. Leavitt, President Gordon B. Hinckley, West Valley Cultural Celebration Center, President Thomas S. Monson, Dr. Joyce Gray, Dr. Chase and Greta Peterson, Dr. Boyer Jarvis, Robert Rice, Alberta Henry and Donna Land Maldonado.



### Drive Out Racism Golf Tournament *Summer*

This incredible community fundraiser celebrates Utah's growing diversity. Proceeds from the tournament are forwarded to Globaltown Camps and other youth programs. Come join us for a full round of golf, prizes, conversation, and fun! Inclusion Center

### Membership Drive *Ongoing*

Become a member today! Your membership will help us provide scholarships for community members to participate in our programs.

**\$35** Sponsors one teacher to attend an Inclusive Spaces workshop.

**\$100** Provides a prejudice reduction program for an entire class of elementary students.

**\$275** Sponsors a youth to attend one of our leadership



**inclusion center**  
for community and justice

Visit our office for a free bumper sticker.



**NOBODY'S  
BORN A BIGOT.**

*[inclusioncenter.org](http://inclusioncenter.org)*

Located on the campus of



**WESTMINSTER**

**SALT LAKE CITY • UTAH**

1840 South 1300 East

Salt Lake City, Utah 84105

Phone (801) 832-3260

Fax (866) 506-4595

Email [info@inclusioncenter.org](mailto:info@inclusioncenter.org)

[www.inclusioncenter.org](http://www.inclusioncenter.org)