



Valuing Diversity and Fostering Resilience During Challenging Times

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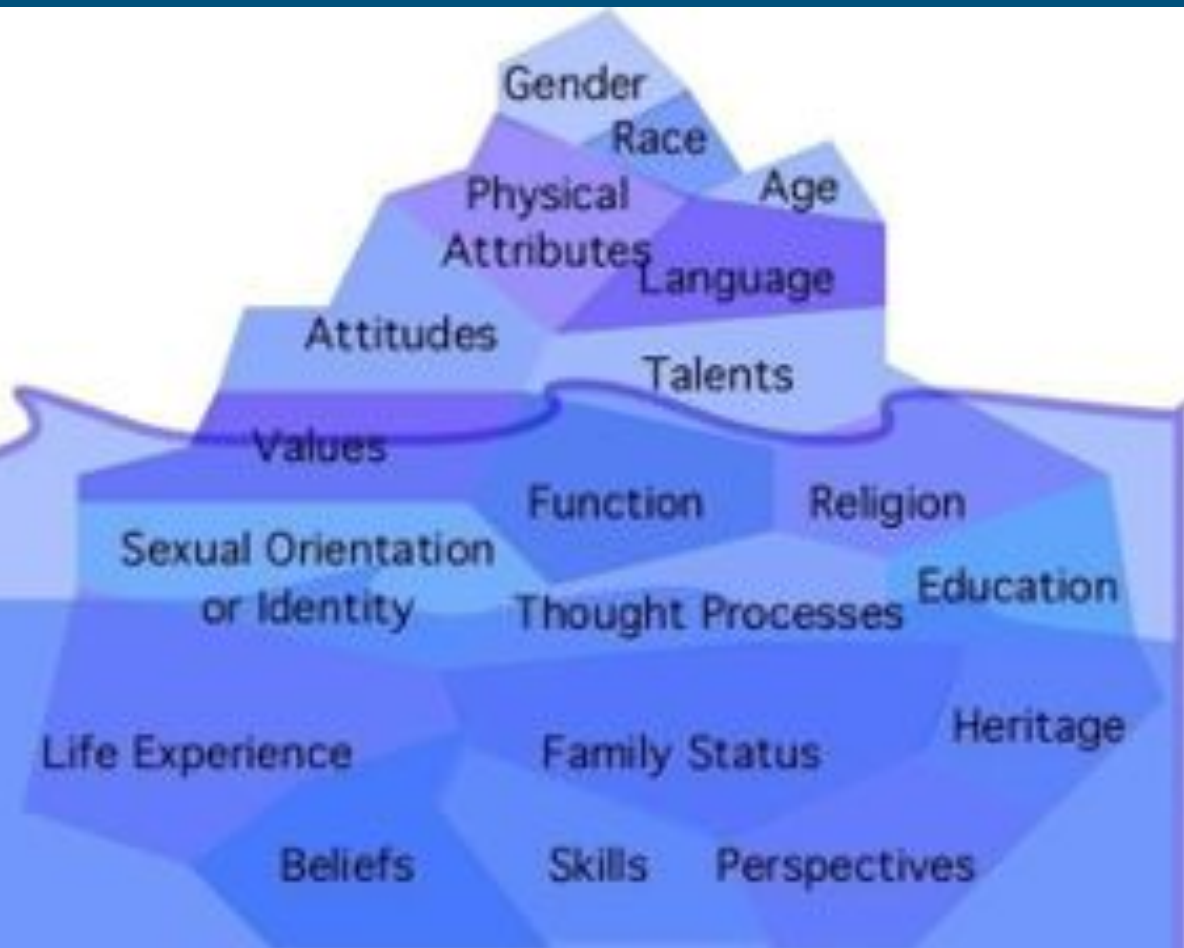


The diversity competencies we are providing are not to monitor, but when possible prevent susceptibility and further instill these values of inclusion and respect.

DEFINITIONS

- **Diversity** is any dimension that can be used to differentiate groups and people from one another.
- **Diversity** consists of respect and appreciation of differences.
- **Diversity** is the mix: core elements?

Diversity means all the ways we differ. It includes the readily visible differences and the underlying differences that may be below the surface.



Internal Diversity: Characteristics related to a situation an individual is born into. What a person did not choose and cannot change. (race, ethnicity, age, sexual orientation, assigned sex)

External Diversity: Characteristics of an individual they were not born with and have the ability to change (appearance, education, relationship status, life experience)

Organizational Diversity: Also known as functional diversity; differences between individuals that are assigned by an organization (job function, management status, employment status)

Worldview Diversity: We conceptualize the world differently as we have new experiences and learn more about ourselves and each other.

Microaggressions: The everyday subtle, intentional or unintentional interactions or behaviors that communicate a bias towards historically marginalized groups

- Asking an Asian individual for help with your math homework
- The assumption is all Asian individuals are intelligent (specifically in STEM)
 - Asserts pressure and stereotypes

- A store owner following a customer of color around the store.
- The message is the customer is dangerous, a criminal, poor, and does not belong

Examples of Racial Microaggressions

Theme	Microaggression	Message
<i>Alien in own land</i> When Asian Americans and Latino Americans are assumed to be foreign-born	"Where are you from?" "Where were you born?" "You speak good English." A person asking an Asian American to teach them words in their native language.	You are not American You are a foreigner
<i>Ascription of Intelligence</i> Assigning intelligence to a person of color on the basis of their race.	"You are a credit to your race." "You are so articulate." Asking an Asian person to help with a Math or Science problem.	People of color are generally not as intelligent as Whites. It is unusual for someone of your race to be intelligent. All Asians are intelligent and good in Math / Sciences.
<i>Color Blindness</i> Statements that indicate that a White person does not want to acknowledge race	"When I look at you, I don't see color." "America is a melting pot." "There is only one race, the human race."	Denying a person of color's racial / ethnic experiences. Assimilate / acculturate to the dominant culture. Denying the individual as a racial / cultural being.
<i>Criminality – assumption of criminal status</i> A person of color is presumed to be dangerous, criminal, or deviant on the basis of their race.	A White man or woman clutching their purse or checking their wallet as a Black or Latino approaches or passes. A store owner following a customer of color around the store. A White person waits to ride the next elevator when a person of color is on it.	You are a criminal. You are going to steal / You are poor / You do not belong / You are dangerous.
<i>Denial of individual racism</i> A statement made when Whites deny their racial biases	"I'm not a racist. I have several Black friends." "As a woman, I know what you go through as a racial minority."	I am immune to races because I have friends of color. Your racial oppression is no different than my gender oppression. I can't be a racist. I'm like you.
<i>Myth of meritocracy</i> Statements which assert that race does not play a role in life successes	"I believe the most qualified person should get the job." "Everyone can succeed in this society, if they work hard enough."	People of color are given extra unfair benefits because of their race. People of color are lazy and / or incompetent and need to work harder.
<i>Pathologizing cultural values / communication styles</i> The notion that the values and communication styles of the dominant / White culture are ideal	Asking a Black person: "Why do you have to be so loud / animated? Just calm down." To an Asian or Latino person: Why are you so quiet? We want to know what you think. Be more verbal. Speak up more." Dismissing an individual who brings up race / culture in work / school setting.	Assimilate to dominant culture. Leave your cultural baggage outside.

Theme	Microaggression	Message
<i>Second-class citizen</i> Occurs when a White person is given preferential treatment as a consumer over a person of color	Person of color mistaken for a service worker Having a taxi cab pass a person of color and pick up a White passenger Being ignored at a store counter as attention is given to the White customer behind you “You people ...”	People of color are servants to Whites. They couldn't possibly occupy high-status positions. You are likely to cause trouble and / or travel to a dangerous neighborhood. Whites are more valued customers than people of color You don't belong. You are a lesser being.
<i>Environmental microaggressions</i> Macro-level microaggressions, which are more apparent on systemic and environmental levels	A college or university with buildings that are all names after White heterosexual upper class males Television shows and movies that feature predominantly White people, without representation of people of color Overcrowding of public schools in communities of color Overabundance of liquor stores in communities of color	You don't belong / You won't succeed here. There is only so far you can go. You are an outsider / You don't exist. People of color don't / shouldn't value education. People of color are deviant.
<i>How to offend without really trying</i>	“Indian giver.” “That's so gay.” “She welshed on the bet.” “I jewed him down.” “That's so White of you.” “You people ...” “We got gyped.” Imitating accents or dialects Others?	

(Wing, Capodilupo, Torino, Bucceri, Holder, Nadal, & Esquilin, 2007)

Resilience: An outcome following a highly stressful event (Mancini & Bonano, 2009)

Often referred to as “bouncing back” after a difficult or significant stressful event

Process of adapting well in the face of adversity, trauma, tragedy, or significant sources of stress (APA.org)

7 C's of Resilience:

Adopted from Kenneth Ginsburg's Book

Competence: ability to know how to handle stressful situations effectively

Confidence: Belief in one's own abilities and is rooted in competence

Connection: Children with close ties to friends (social media), family, and community groups are likely to have a stronger sense of security and sense of belonging.

Character: Adolescents with “character” enjoy a strong sense of self-worth and confidence. They are in touch with their values and are comfortable sticking to them.

Contribution: If adolescents can experience personally contributing to the world, they can learn the powerful lesson that the world is a better place because they are in it.

Coping: Adolescents who have a repertoire of coping skills are able to cope more effectively and are better equipped to overcome life's challenges

Control: When adolescents realize they have control over their decisions and actions, they are more likely to know how to make choices in a way they can bounce back from challenges.

- **White Fragility**: Discomfort and defensiveness on the part of a white person when confronted by information about racial inequality and injustice.
- **White Privilege**: Inherent advantages possessed by a white person on the basis of their race in a society characterized by racial inequality and injustice.

Book Recommendation: *White Fragility: Why It's So Hard for White People to Talk About Racism* by Robin DiAngelo

Examples of White Privilege:

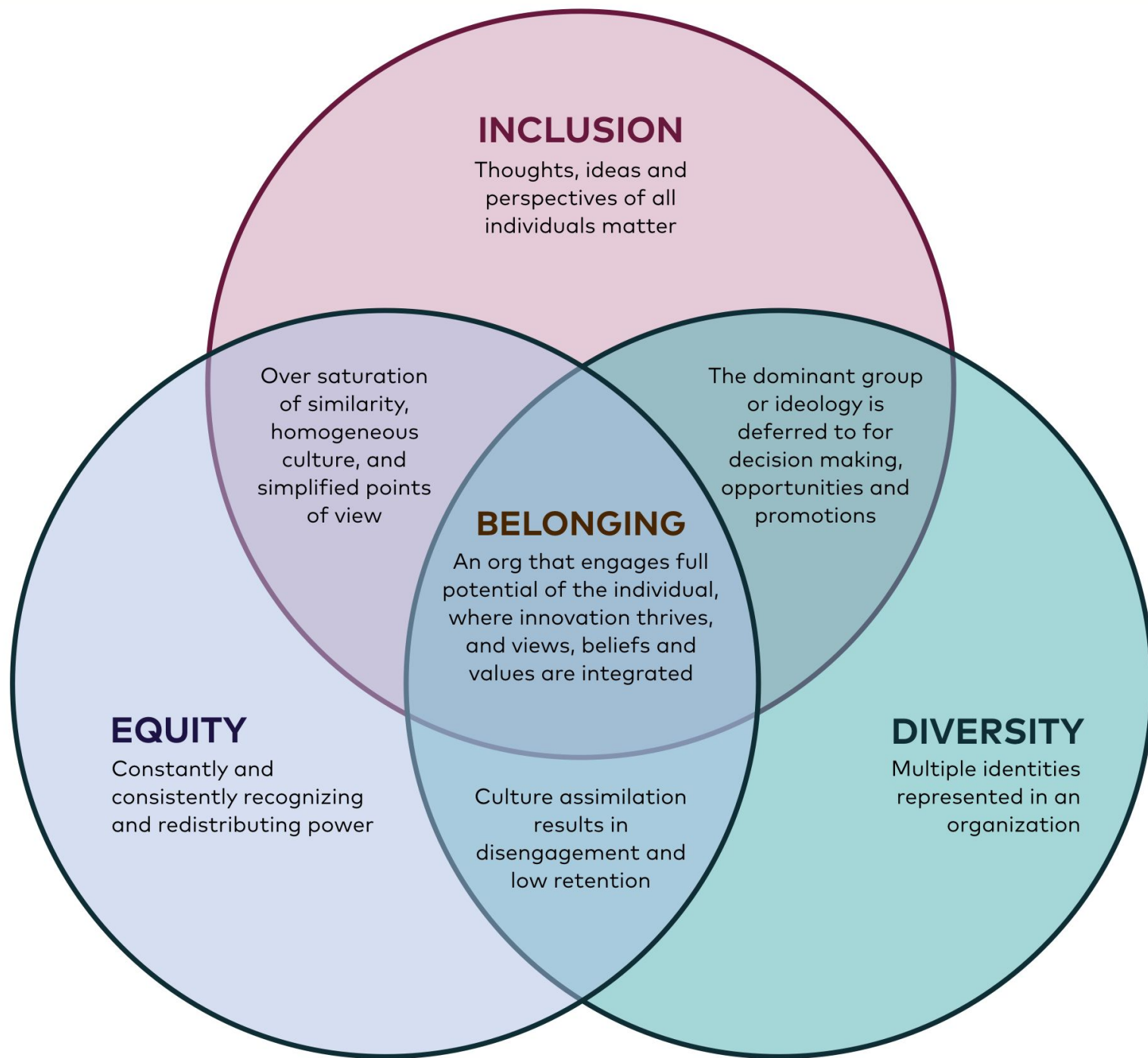
I HAVE THE PRIVILEGE OF:

- Being favored by school authorities
- Attending segregated schools of affluence
- Learning about my race in school
- Finding children's books that overwhelmingly represent my race
- Soaking in media blatantly biased toward my race
- Escaping violent stereotypes associated with my race
- Playing the colorblind card (Jane Elliott), wiping the slate clean of centuries of racism

<https://www.yesmagazine.org/social-justice/2017/07/24/10-examples-that-prove-white-privilege-exists-in-every-aspect-imaginable/>

Inclusion: Connecting all people regardless of any differences-characteristics, interests, abilities, disabilities, or healthcare needs have the right to be respected and appreciated as valuable members of their communities.

Inclusion is the “how”



SOCIAL MEDIA INFLUENCE

Websites That Frequently Push Controversial Agendas:

4chan

8chan

Qanon.pub

*Reddit:

-/r/conspiracy

-/r/GreatAwakening (now removed)

Instagram*

Facebook*

Youtube*

Twitter*

TikTok*

- **Fear of Missing Out (FOMO)**- anxiety that an exciting or interesting event may currently be happening elsewhere, often aroused by posts seen on social media.
- The asterisks represent commonly used social media by adolescents today
 - These platforms enable the spread of information at an astronomical/viral rate
 - Easily accessible and quite influential
 - Commenting, direct messaging communication, chat boxes (youtube livestreams)
- All can be positive forms of communication when used appropriately, but can quickly become detrimental

FOSTERING DIVERSITY

How do we value diversity and foster and create respect?

- Inclusive Language: gender neutral pronouns
- Refraining from negative wording when referring to cultural components (ie. “gross” to describe food of another culture)
- Encourage empathy for those historically marginalized
- Increase education outside of social studies on racial injustice

What can you do at home?

- **Family book club**

- I Am Not Your Perfect Mexican Daughter by Erika L. Sanchez
- The Hate U Give by Angie Thomas
- Push by Sapphire
- Reading other young adult novels that highlight the adversities faced by historically marginalized groups

- **Cuisines**

- **Cultural Movies**

- **Religious Experiences**

TAKEAWAYS

Diversity is:

- Is NOT only about what is Visible, BUT also the Unseen
- Acceptance & Understanding, NOT Tolerance
- Creating Positive Discourse at ALL levels:
 - Home
 - School
 - Peers
- Modeling Behavior
- Developing Opportunities for Exposure
- Valuing the Gift of Culture & Difference
- Learning that all “Voices” matter
- Resilience NOT Powerlessness is imaginable

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