



“Diversity/respect...we teach it every day, but it is nice to have community members drive home the importance of “respecting differences.”

-Joe Broze, teacher

“Challenging the student on using the derogatory name in class was SO important. Thank you for emphasizing respect and empathy in my classroom.”

-Amber Strawn, student teacher

www.mankatodiversity.com

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Diversity...It's Respect • Period

Interactive
Age-appropriate
Research-based
Teacher-recommended
Continuous evaluation
Community-led

Who We Are

Established in 2004, the Greater Mankato Diversity Council (GMDC) exists to enhance Greater Mankato's commitment to creating an inclusive and welcoming community.

Through education, communication and celebration, this community-focused, community-led, non-profit organization actively affirms and promotes the full participation of all. GMDC serves as a resource and emphasizes respecting differences and does not advocate for any particular group or individual.

What We Do

The GMDC's mission is to build a community where the attitudes and actions of people foster mutual respect so all people can fully participate. Its specific goals are to:

- *Build capacity in the community to proactively address issues of diversity and discrimination by celebrating differences;*
- *Build capacity in the community to eliminate racism and all forms of discrimination;*
- *Build community awareness and support for diversity among individuals, businesses and organizations; and*
- *Expand diversity and education programs for all.*

The Council's best-known program is its Prejudice Reduction Workshops, first introduced to area middle school students in March, 2005. These workshops are adopted from the successful Rochester (Minnesota) Diversity Council curriculum. The Prejudice Reduction Workshop curriculum has been studied and aligned by elementary grade level leaders, secondary curriculum committee, the Mankato Area Public Schools Curriculum Advisory Committee and it is reviewed by both Boards of the Mankato Area Public and Catholic School Systems.

This curriculum teaches respect as its core value. The lessons are age-appropriate, research-driven, and continually evaluated and revised. The lessons progress from kindergartners exploring the concepts of “same” and “different” to 7th graders defining what it means to have “world-mindedness.” In high school, the objectives deal more directly with stereotyping, prejudice and the wide range of diversity found in community.

K

“Same & Different”

Kindergarten:

Overview: This workshop focuses on the concepts of same and different. Students will participate in activities to gain an understanding of what makes people the same or different.

Objectives: Students will be able to identify the terms same and different, recognize how to treat people with respect; state one thing that brings value to their individuality.

2

“Disability Awareness”

Second Grade:

Overview: This workshop concentrates on the many ways people are differently abled. Activities include using Braille cards.

Objectives: Students will be able to identify how people are alike and different and will have an increased awareness of people with disabilities.

3

“My Banana”

Third Grade:

Overview: Students participate in an activity that emphasizes all people are unique. They learn that once a person gets to know someone, he or she is no longer “one of the bunch.”

Objectives: Students will be able to identify differences as positive aspects of an individual.

1

“We are All Unique”

First Grade:

Overview: This workshop focuses on the concept of individual uniqueness. Activities concentrate on the uniqueness of the students and the diversity in their classroom.

Objectives: Students will be able to recognize the physical differences that exist within the classroom; share one thing about a classmate that they didn't know before; define diversity and unique.

4

“A Class Divided”

Fourth Grade:

Overview: Students watch a video and participate in discussion, both illustrating teasing as a form of discrimination. Students are encouraged to think of ways to counteract this form of discrimination.

Objectives: Students will be able to recognize the diversity within their classroom and recognize that teasing is hurtful.

5

“True Colors”

Fifth Grade:

Overview: Students are exposed to discrimination through a “hidden camera” video. Issues raised in the video are addressed during a class discussion.

Objectives: Students will be able to state the impact prejudice, stereotypes and discrimination can have on victims; identify the unfairness of discrimination; define the terms: perspective, diversity, discrimination, prejudice and stereotypes.

6

“Living Together: Cultural Change in Blue Earth and Nicollet Counties”

Sixth Grade:

Overview: Students view and discuss a video about local history that is designed to make them aware of new families in their schools and community. The video stimulates discussion about what it is like to be an immigrant and how new people can enrich a community. Students will also discuss prejudice and how people can make the future different from the past.

Objectives: Students will be able to define: stereotype, prejudice, discrimination and racism; understand what immigrants and refugees are; identify appropriate approaches for addressing racism and discrimination.

7

“Global Awareness/World-Mindedness: If the World Were a Village”

Seventh Grade:

Overview: This workshop identifies resource distribution inequities among the world's people. Students are asked to consider why the inequities exist and the impact they can have.

Objectives: Students will be able to define global awareness or world-mindedness as knowing their neighbors: where they are, where they live, how they live. They will be able to define prejudice, bias and discrimination; identify resource distribution inequities among the world's people.

8

“Viva La Difference”

Eighth Grade:

Overview: Students participate in an activity and watch a video to better understand the feelings and behaviors associated with inclusion and exclusion.

Objectives: Students will be able to identify the many forms of bias behavior that lead to hate and discrimination; simulate the experience of being included or excluded; describe feelings associated with inclusion and exclusion; relate feelings to real life experiences.

9

“Diversity and Stereotyping”

Ninth Grade:

Overview: Students participate in small group activities that are designed to foster social contact because this is a major factor in decreasing stereotyping and prejudice.

Objectives: Students will be able to define diversity, prejudice, stereotype, discrimination and bias; identify feelings and experiences associated with being pre-judged or stereotyped; recognize the wide range of diversity found in their classroom environment; meet others from a variety of backgrounds and perspectives.

10

“Honoring Your Neighbor's Religion”

Tenth Grade:

Overview: Students get involved with small and large group discussions that focus on honoring other belief systems and learning more about them.

Objectives: Students will be able to identify the basic tenets of several of the world's major religions; recognize they are members of a community with diverse religious beliefs; identify ways to reduce stereotyping and discrimination that result from differences in religious beliefs.

11

“Understanding Gender Issues and Sexual Orientation”

Eleventh Grade:

Overview: Students participate in group discussions that center on the limiting effects of sexism and homophobia. They also take part in an activity that demonstrates the power of words.

Objectives: Students will be able to identify society's impact on gender roles; identify sexism, heterosexism and homophobia; describe what can be done to challenge disrespectful and limiting thoughts, actions and statements.

12

“Recognizing Power”

Twelfth Grade:

Overview: Students participate in activities and discussions about segments of society that have access to power and those that have less power.

Objectives: Students will be able to identify power; recognize how the misuse of power can be viewed as discrimination; identify ways in which they use or misuse power.



Please return this form to the
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