

Discussion Questions and Responses:

1. How do you define diversity?

- Diversity is a “melting pot”, “different experiences” “variety”, “a salad put together but not melted,” “Cultures celebrated for differences, respect, and co-existence.”
- Diversity is like being in a crayon box. There are differences in people but they are in one school.
- Diversity is not just a collection of races, ethnic groups and cultures. Diversity is also about having different interests such as hobbies, interests, and sports.
- Diversity explains who you are. It’s about your identity.
- Diversity is about different cultures, nationality, races; the environment you find yourself in. It is about where you come from, how society labels you.
- A collection of different perspectives that coincide with each other.
- Different cultures that involve how we dress and how we present ourselves to each other.
- Being physically and mentally different but being accepted.

2. What is the best thing about your school?

- The opportunity to develop friendships that consist of different races and cultures.
- The many activities to get involved in.
- The student clubs are open to all students.
- There are opportunities for the students to receive financial help so that they can participate in a club.
- The teachers are very supportive. There is one teacher who is known at the school for her willingness to help students, even if the students are not a part of her class she is willing to help them.
- The school feels welcoming and safe.
- The amount of diversity, being able to have different groups of friends (other than those like you).
- People embrace friendships across the cultural lines.
- The school is open to different experiences, values, and experiences at this school.
- The teacher involvement in the courses. They use different strategies to help us learn.
- There is a family atmosphere at my school. There is a feeling of closeness, caring, friendliness, caring, and the administrators are friendly. The teachers are “transparent.”
- The global perspectives represented at the school.
- The classroom environment (you are able to learn through experiences with different cultures (an example is being in a class where some kids don’t all speak English).

3. If you could change one thing about the school, what would it be?

- There is too much focus on sports. There should be equal attention given to the other activities within the school.
- School spirit seems to be defined by football.
- The school size is too large (especially in the classrooms). This makes it difficult to connect with the teachers and other kids. There are some kids that are always alone.
- SWEEP is a problem approach to making kids get to their classes on time. It causes kids to miss the chance to finish “their work assignments” They miss the whole first hour. And some teachers don’t use SWEEP. It doesn’t seem right that the school can use SWEEP.
- There’s too much emphasis on sports (especially basketball and football). The other clubs don’t get much attention at the school. We need to promote student involvement in the other school clubs.
- I would change the negative perception that some people have about our school.
- I would highlight what is good about our school instead of what is negative. People don’t know the about the good things that happen here.
- Stop the bullying (example” making fun of how people speak English or don’t speak English very well).
- There is too much pushing of students to get into higher level classes (honor classes). They don’t realize how stressful these classes can be. There does not seem to be any emotional support for students that are stressed out due to the class assignments.
- There needs to be more support for the clubs at the school. There is too much attention given only to sports.

4. How would you describe the multicultural climate on the school campus?

- The Honors kids seem to be treated better than the kids who are taking regular classes.
- “heart - warming . . . there is a climate where there is an acceptance of differences . . . the GSA Clubs are accepted at the school
- “sunny day environment”
- We don’t think about the differences at the school. On the other hand, some students are aware of the differences and may stay away from the students who are different from them.
- “Sometimes there are stereotypes, but no one acts on those stereotypes.”

5. Would you say the experience of students of color at this school is the same or different from the experience of Euro American (white) students at the school?

- It can be tough being an African American student in an Honor's class. The minority kids assume that the white kids are the only ones in Honors classes.
- There is an assumption that the Black kids do all the fighting. Really, there are just a few African American girls who do the fighting.
- The SROs react toward black kids in a disciplinary way, when we are just playing around.
- Some white kids feel that the African American football players get special treatment.
- There is inconsistency in discipline given out and the academic expectations from teachers between black and white students.
- Among some African American kids there is the attitude that being "smart isn't cool."
- Some teachers speak differently to Black kids than they do to the White kids ". . . don't sass me honey . . . and . . . if you don't graduate it's not my fault. . . "
- Sometimes students of color are treated differently from the white kids because of pre-conceived ideas about those students.
- "I witnessed my friend being treated differently by someone in the office. This incident resulted in my friend transferring to another school."
- The kids at our school are all treated the same. This school has an inclusive environment.
- There are a few groups that create cliques. For example some kids stay together because of their race and interests. You see kids staying together during lunch and passing through the hallways. I think they stay together because they feel most comfortable with their group.
- The students are treated the same regardless of what race they may be. There does not seem to be any bias directed at students because of their skin color. However, some teachers may treat students differently, because of that student's behavior or effort in school. I believe school diversity makes it easier for teachers to not behave differently to kids based on skin color. The school diversity contributes to the positive atmosphere here.
- I was at a school where they (faculty) tried to get us to meet different students. It was called, "mix-it-up." But I don't think that it worked very well. The students still stayed with their groups. I don't think a "mix-it-up" would work here. But, even though the students might have their own groups, they still respect each other.
- There are no disadvantages at the school or separation in the treatment of students based on race. If there is different treatment it is more about who the individual is beyond race.
- There is some different treatment that is based on the socio-economic status of some kids. But there are also opportunities for these kids to get support. But, not all the kids know about this financial support opportunities.
- Some kids of color use race as the reason they may be treated differently. But, I think it is more because of their personal actions. Maybe they use race as a way to blame others and that may have been learned from their parents.

6. What would you like people to know about you as an individual and not a member of a particular group?

- Because I like school and attend a predominantly white school, I am not an “Oreo”.
- I am not a “gringa” . . . and that “I don’t talk white.”

7. How many of you have seen examples of biased based incidents based on someone’s race, religion, language, sexual orientation, family status, socio-economic status or other identifiers? Can you share some specifics about what you witnessed?

- I have witnessed bias when it comes to participating in sports. “There seems to be politics involved when it comes to trying out for sports teams at this school. . . I can’t be included since I didn’t come from a specific club or area. . . “
- “. . . the Asian kids are considered to be the smart ones . . . some students choose us to participate on an assignment only because they think we are all smart. . . “
- “. . . popularity seems to be important . . . popularity wins over hard work.”
- “. . . ranking students by class (grade level) is a problem . . . the seniors seem to get all the attention and benefits . . . “
- “. . . some kids face bias because of their sexual orientation . . . there were some girls who came to school and were crying the day after the presidential election. They said they were afraid of what Trump would do to them.
- I have seen other kids support those kids that have been discriminated against.

8. What approaches would you suggest be done at the school to promote cross-cultural understanding?

- “. . . there are no assemblies that address the diversity at our school.”
- Schools should teach more about other races and culture. Especially, the history and the government classes “. . . teachers should broaden history to include diverse groups, so that History is complete.”
- There are some classes that focus on race and culture but those classes are elective classes only.
- “. . . teachers skip over the nitty gritty or the controversial parts of history or water it down. . . “
- Remove the stigma of being a student who is attending the school using open enrollment” . . . there’s the belief that open enrollment lets in the problem kids. . . “
- “. . . there’s too much emphasis on academics . . . help the students beyond academics.”
- “. . . recognizing that we are not dumb . . . don’t dismiss and diminish my mind because I’m young. . . I have my opinions.”
- “Showcase more school clubs. . . there’s too much focus on football as though it alone represents school spirit.”
- “I went to Challenge Day and saw students who would not normally get together. “. . . there should be a “Be the Change” activity held at this school so that students can be paired with kids they would not normally associate with.”
- “Involve kids that are never identified or selected to participate in activities.”
- Find the time in the school day to have diversity related activities. “But it has to be more than just a lecture and “be more interactive . . . lecturing to 2,000 kids is not good.”
- Diversity awareness is important, but I don’t think that just having assemblies is helpful. There should be activities where the kids can interact more and talk about diversity. There should be follow-up after the diversity events (assembly) or let students know why the event is being presented.

- There should be more support of activities that bring about an awareness of the different cultures represented at the school. There should be more support of these activities by all the staff and not just some of them. Seems like the parents are more supportive of these types of activities than the school staff. Our teachers need to become “risk-takers” and support the students and the students’ involvement in extra-curricular activities that focus on diversity awareness.

Closure: Respond in writing to at least two questions.

A. Did this activity help you learn more about the diversity of others in your school? If yes, please discuss how the activity helped. If no, please write what recommendations you have that would be helpful in learning about others.

- Yes, this activity did help me learn more about diversity of others in my school. By knowing others’ perspective of what diversity looked like at this school.
- Yes, I feel that this activity allowed me insight into what other people around campus value as diversity and what they would like to see bettered.
- Honestly, I learned some things but for the most part I felt I already knew. But it did help me understand that everyone is equal here and no one will be left behind.
- This activity helped me learn more about the diversity of others because I got to see things from a different perspective.
- The activity helped me learn more about diversity and about my school. I now understand how I can help others feel included and most of all look past what they seem to be on the outside.
- The activity helped me learn more about diversity and about my school. I now understand how I can help others feel included and most of all look past what they seem to be on the outside.
- Yes, this activity did help me learn more about the diversity of others in my school, by reminding me that we pick and choose people we want in our lives. And that is usually based off of their qualities not based on the color of their skin or their religion.
- This activity helped me learn more about the diversity of my school. It gave me a viewpoint of several different races, orientations, and people in general.
- This activity helped me by learning the important rules of diversity.
- Yes, this activity definitely helped in learning about diversity in others in my school. Although we only sampled six students, we were able to discuss many backgrounds and experiences we each had. In addition, being able to “break the ice” and open up to each other made me and I’m sure the other students as well aware that many of us feel the same towards certain ideas, even if we come from different backgrounds.
- Yes, because it helped me to know more about what others think, especially about the people in the school and the teachers. This activity helped a lot to know about things that are on my mind.
- This activity was very helpful because it helped me learn that there is diversity hear and any culture or ethnicity, etc. We are not being judge by what we look or act like but who we are personality wise.
- I believe that this activity helped me learn more about the diversity of my school. It was extremely beneficial and comforting to hear and learn that students feel the same way about issues that take place in our community. Just being able to hear and learn from the other students’ opinions made it easier to express mine. Having people bounce ideas and share thoughts is absolutely awesome. I would say this activity was both beneficial and helpful and I would be interested in being a part of more similar activities.

- Yes, I believe that I did learn more about diversity using this activity. I have heard different views of other students with different backgrounds. This helped acknowledge diversity in my school that I hadn't known until now.
- This activity helped me learn more about diversity. It helped me to know what other kids see and what other kids go through. It also really helped me understand more about diversity and what other people believe.
- The activity helped me understand a little more about the diversity of the students in this school. We all have differences and there are still some minor diversity acceptance difficulties. But we are more understanding of them.
- Yes, because we all got to hear each other since we weren't forced into the meeting (like an assembly). We heard each other's thoughts.
- Yes it did. Especially being surrounded by students of different colors and learning about what are the challenges we need to overcome together.
- I believe this activity did help me in learning more about the diversity of others in my school. It showed me that I was not the only student with particular speculations on school policy. This has provided me with a bit more courage to bring about the difference we discussed.
- I really enjoyed this activity due to my increase of understanding of my own school and other schools of my district. Comparing the high schools have shown me that our school environment has its perks but can still improve.
- Yes, this helped by opening new doors of ideas and new perspectives from other people. This gave me new ideas and perspectives and made me realize new things in life that I haven't noticed. Such as the diversity with classes.
- This activity did help me learn more about the diversity of others in my school. This activity helped because I had the opportunity to understand what other people experience being in the same school as me. We got to hear other perspectives each of us had.
- Yes and no. This activity showed that it's not really about how racially diverse your school is. It's about how students get along.
- Yes, I learned what other people thought and how they feel towards the subject.
- This activity did help me learn more about the diversity of others because it showed what we all have in common but also what makes us unique. When the group discussed solutions we all came up with good solutions and many were also the same. But each person in the group was different, showing me that often though we may all be unique as long as we have something to come together on, everything goes well.
- This activity did allow me to understand more about the diversity of others in my school. It helped me realize that more people than just the minorities see the difference and want it to change.
- Yes, I learned what other people thought and how they feel about diversity.
- Yes, because I feel like we covered a lot and explained a lot. It really helped me better to understand that there really is an important issue **that were not dealing with. And, we need to** fix it. It helped me better understand the importance of the issue at hand.
- I feel like this activity helped because I have gained more knowledge to how people feel and are treated, so I think we've gained more information to realize that there is room for change.

- Something to add before answering the questions; It was brought up one time that there should be a complaint box that the students should be able to voice what should happen at the school and it was mocked that “we should have a teacher box that complains about students.” But I feel as that there should be a “how can we make our school better box” This would be an effective way our **student** leaders or adult leaders can review them and reflect on how they are doing.
- The activity definitely helped. It was very enlightening to see very different person’s perspective and how some ideas were different. But along with the differences, there was a sort of unity in some of the discussions, everyone had similar ideas. So, overall, I was able to learn that we have differences, but unity and differences can go hand-in-hand.
- Yes, this activity helped me learn more about the diversity of others in my school. With everyone talking and sharing their stories and experiences it made me realize how much we really have going on at this school. And, everyone made really good remarks that we could relate to and feed off of.
- Yes, this activity did help me to realize more about diversity. I have always been treated well as a student here, but I did not realize that some other students may not have been treated as well because of their appearance or skin color.
- I feel as though I already knew a lot. However, I did learn that some students do not feel they are treated the same as I am.
- This activity did help me learn about the diversity of others in school because it made me realize that even though many people in this school are different, it doesn’t change the fact that they should be accepted and treated just as others are treated. Culture, skin color, and any other physical appearances don’t change the significance of an individual.

B. Do you believe that you can make a positive difference in your school? If yes, how will you do this? If no, why don’t you think that you can make a positive difference in your school?

- I do not believe I can. It would take a large group of people pushing hard. And, the staff needs to be heavily involved.
- I believe that I can make a difference and have made a difference. I am in student leadership and I believe more students should be aware and do the things that I am aware of.
- I do believe that I can make a positive difference in this school by stepping up and being a leader that is always willing to meet and get to know new people or meet people who sit alone. And, be the person who can love any person of any color. I can make a change in our community and the school.
- I believe that I can make a positive difference in my school by being a leader and role model to others. Part of that includes welcoming others and making them feel welcomed. I also can help by encouraging others to get involved and to do their best in what they do.
- Yes, because I think it takes a person to do the right thing and others will eventually catch on and do the same.
- I alone cannot make a difference in my school. But, I am very involved and have had the resources to get my ideas across. I am in video announcements and I think that it is very important to highlight all races. I made segments about the Hispanic heritage Month and Black History Month. I can make positive differences, but only with the help of others.
- Yes, I believe that I can make a positive difference by being a positive human being. What I mean by that is the more students stay positive, it’s more likely to have positivity spread around.

- Yes, I think that each of us have a unique impact to make on this campus and unique skills to offer. I hope to make a positive difference by encouraging more widespread support for people's interests on campus.
- Yes, I feel like I can talk to some of my close friends to side with me. But again, it's up to them to step out of their comfort zone.
- Yes, because I think it takes one person to do the right thing and others will eventually catch on and do the same.
- I definitely believe that I can make a positive difference in my school by the way I act, behave and even treat others. I will make sure that all classmates feel comfortable being in a group with me or even talking to me. I will value all opinions and be open to criticism and others' beliefs.
- The question is a way hard question to answer. But, I think in the long run I can help make a positive difference in our school. It may be simply through simply offering a new standing for people or just reaching out to help others.
- I feel like this activity helped because I have gained more knowledge to how people feel and are treated, so I think we've gained more information to realize that there is room for change.
- I do believe I can make a positive difference in my school. By being blank canvas, by understanding others and not be quick to judge. To get to know the person before I say anything.
- I think it is very possible to make change in the school. You just have to work for it. By building and constructing more clubs, groups, etc. You could most definitely change the involvement and acceptance of students in our school.
- Yes, and talking to everybody and letting them know everything about what I am thinking and to let other students know what I think about diversity.
- No, I don't feel like I could make a difference because I am just one voice and no one is going to pay attention to one girl's opinion.
- I believe that I can make a difference by becoming the most important student in school.
- I don't believe that just one person such as me can make a huge positive difference in my school because I don't believe that I myself can change how other kids feel about a situation. I do think it's possible if more people come together, that it could make a big difference. I also think that we would need support and with that support, we could make a positive difference in school.
- Yes, I think I can make a positive difference at _____ if I just continue to work with my peers and the people in administration around me to make more diverse/cultural clubs and to get the word out about different cultural events going on in our school and even in our community.
- I believe that I can make a positive difference in my school because I have stated in the previous answer, I now know I am not the only student with these particular critiques about my school and this would add meaning and purpose to any change I wish to bring about and provides me with fellow peers to call on for help and support.
- Honestly, I believe that anyone can make a positive difference. Everyone has a fear of being the "out-going" person about certain aspects of their school when in reality, they are valued. I would like to make a positive difference by having everyone understand that they are accepted and loved. But even then, I would like to work with the other students to make any positive differences, whether subtle or extravagant.

- To make a positive difference in my school I would personally make sure that the people around me are doing the right thing and that everyone is included or has opportunities. If some people are not included, I would like to make specific clubs, so everyone can be included.
- Personally, I feel like we as a school can make a positive difference. If we were to do an activity like challenge day or do activities where we get to know each other.
- I don't believe I would be able to make any difference in my school because I don't know how and I don't know a lot of people. I am very shy, so it's hard to meet new people.
- I believe that I can make a difference but with some setbacks. Power to change comes in numbers, but many students are predisposed to certain identifiers of certain people. In order to make a difference, we need to break these identifiers and stereotypes in order to open up to one another. And, learn that we are all very similar in our ideas. Events such as Challenge Day or even small discussions like ours allow people to open up to one another.
- Yes, if we have a secret group we can send students (volunteers) to set diversity and unity into others' heads.
- I certainly believe that I can make a difference and I am already doing all I can to do so. Being kind, helping, understanding, listening, and just generally being there for others to approach and seek for help is my way of making a difference. Many people just need someone who can show them that they are not alone.
- I think I can make a positive difference in my school.
- Yes and no. The reason being is that I do believe I can make a difference by motivating and giving good examples on how to do greatly and excel. However, I can't force people to do things and can't possibly do it alone.
- No, I don't believe I can make a difference on my own. Simply because when a student body comes together there are still not heard. I feel as though our voices remain in the shadows. Adults remain to be dictators of our futures.
- I can and have tried to be a positive force by not judging on how they dress or what they are like as a person. It is who they are as a whole.
- Yes, I believe I can make a positive difference in my school. I try hard to help everyone hear no matter what they look like or what their actions are. I was raised to help others and I have gotten to the point where I put others before myself.
- I believe that I can make a difference in school because it only takes one person to start a change. However, you need multiple people to keep it going and make it a movement. For example, one person can start a club and have a teacher help advertise it.
- I do believe I can make a positive difference in my school by participating in extra-curricular activities and spread diversity and always have a voice.
- I believe that I could make a positive difference in my school by inviting more people into things that I enjoy doing. They might also enjoy them. I could also make them feel more confident by just giving people compliments and making them smile and be happy.
- I do believe that I can make a positive difference in my school. As the Student Body Vice President, I am always trying to get as many voices heard as I can.
- I feel that because of my position at the school there are many students that see who I am and the way I act. Setting a positive example, making it okay to be kind to all people, races, and ideas can be a good way to incite change in my school.

- I think I could make a positive difference here because I'm in many clubs and groups. I could hear what everyone thinks from their perspective.
- No, I don't really believe I can make a positive difference at my school because I feel as if administration only takes certain kids seriously and only listen to their opinions and some people are stuck in their ways and won't want to change, also some people just don't want to listen to a child.

C. What would you like to learn more about in order to be a transformative force in your education?

- I would like to learn the solutions to see if they are going to have a positive impact.
- I would like to learn more about how we can help people who have difficulty accepting others and accepting themselves and who they are and to not be afraid to show who they are.
- I would like to know what we can and can't do to have more of an idea on what we can do. I would like to know what goes on and is discussed in the staff meetings.
- I'd like to have learned about the day-to-day experiences of the different groups at the school.
- Personally, I would like to know where money in the education is going. This would help students realize what is happening or be appreciative of ideas or things going on in the school they never knew was there. Also, to give students a better appreciation for teachers, let us see what teachers must do to keep the class running. All of this would make students appreciate education more.
- To become a transformative force in my education, I would like to learn more about various cultures, human behavior, and the effects they have on individuals of their communities.
- I would like to learn more about how I could go about changing things on campus. Things that students are allowed to try and change. And, if I could learn how to get more of a say in how things are done at school.
- I would like to learn about how to get in contact with important community members. And, I would like to learn how to organize events to raise awareness on different issues.
- I want to learn more about being a transformative force in my education. By doing so, I can display my ideas to people and talk to the school administration, so I can actually know that my ideas are being put into consideration.
- In order to be a transformative force in my education, I would like to learn more about different people, whether it's about identity, culture, sexual orientation, etc. Because I can only stand up and defend myself and others if I know my facts and if I am educated with what I need to know.

D. How can you take what you have learned today and apply it to building a sense of school community?

- We could take what we learned today and talk about it on a larger scale. Just like Mountain Pointe had their Diversity Assembly, we could too.
- I can take what I learned today and apply it to building a sense of school community by encouraging others to support different clubs and sports.
- I would like to reach out to others more and help to make sure that everyone is welcome.
- I will easily apply my coolness to other groups (students) to show them people are cool no matter what.
- I believe that I can take what I learned today and be positive. Meaning that I could be positive and accept all people. All of the students who are themselves, even in ways that I don't understand them.

- I will take what I have learned today and try to make everyone realize that there are other people here at this school. You don't have to hang around the same people every day. It's always good to make a new friend. Specially try to help and be friends with the new kids that come here.
- I can take this information and further build relationships that we have at this school. In track, we have a mantra, F.A.M.I.L.Y. which reads "forget About Me, I Love You." This mentality is what we all need to have to truly be a family at this school.
- I think applying these conversations is key and we can't talk about it but have to apply it and allow people to apply it.
- I think that today's activity made me more aware of diversity and I feel like once other students become aware or have these discussions that they can apply it to their own sense and ideas of diversity. Today made me want to become a part and make other people more aware.
- I go to meetings with Mr. _____. We are in the site based council where we talk about how we can improve our school and what activities we can do with the students. Such as diversity and accepting other people for who they are. I can give them and show them these new ideas and see how we can solve and expand these in the future.
- I can take what I have learned and apply it to my campus by telling others to be careful what they say to people, because you might not know how they will take it. Don't judge others and don't put stereotypes on people. Go around and speak to people don't be afraid, let others be happy with who they are and how they feel about themselves. Talk more about being more aware and finding ways to make the school more diverse.
- The only way I think that I can apply what I have learned is by making it known to other people. Everything in this activity could establish community through the school. I think a diversity assembly would be a great way to gather people and make them aware.
- I will take what I learned today and spread it throughout my school. I will make sure the diversity continues and make sure my voice continue to be heard.
- Encourage others to share their opinions as well as educate anyone who wants to learn about my culture.