

---

# UCF INCLUSION CHAMPION PROGRAM

## DIVERSITY & INCLUSION CERTIFICATION

---



# CONTACT US

## University of Central Florida Office of Diversity and Inclusion

The mission of the Office of Diversity and Inclusion is to collaborate with the University of Central Florida community to advocate for, and educate about, the university's goal to become more inclusive and diverse. Our vision is to position UCF as a center of excellence that is nationally recognized as a higher education model for our diversity and inclusion practices, policies, and culture.

---

### OFFICE LOCATION

Barbara Ying Center  
12701 Scholarship Drive, Building 81  
Orlando, FL 32816

### MAILING ADDRESS

P.O. Box 160031  
Orlando, FL 32816-0031

**Phone:** (407) 823-6479

**Fax:** (407) 823-6480

**Email:** [diverse@ucf.edu](mailto:diverse@ucf.edu)

**Website:** [www.diversity.ucf.edu](http://www.diversity.ucf.edu)



# INCLUSION CHAMPION

The Inclusion Champion Program is offered by the UCF Office of Diversity and Inclusion to provide colleges, divisions, and departments with training and education designed for faculty and staff on foundational concepts in diversity and inclusion. In addition, students and other individuals are eligible to become inclusion champions. Participants will gain a common body of knowledge and skills to contribute to an inclusive learning and professional environment at UCF.

## UCF INCLUSION CHAMPION

The program consists of 9 hours of core workshops required for all participants, plus 6 hours of training on elective topics selected to meet the particular needs of a group or interests of the individual. Multiple elective options will be offered each semester. The program can be completed over a three-year period or less. Certificates are provided upon completion of the program.

---

### CORE WORKSHOPS

ABCs of Diversity (3 hours)

Inclusive Communication (3 hours)

Understanding Power and Privilege (3 hours)

**We are strongest as a higher education institution, employer, and community leader when we bring diverse thought and experience to our decision making, teaching, research, learning, and interactions among community members. Respect for, and inclusion of, diverse voices:**

- Drives innovative thought and action
- Maximizes the talent and contributions of faculty, staff, and students
- Improves recruitment and retention; and builds a campus more representative of our constituents and Central Florida partners



# ACHIEVEMENT

President John C. Hitt established five key goals in 1992 that redefined the university's course for the future, and those goals remain UCF's roadmap to achievement.

"The goals establish directions of travel toward true excellence and success."

1. Offer the best undergraduate education available in Florida.
2. Achieve international prominence in key programs of graduate study and research.
3. Provide international focus to our curricula & research programs.
4. **Become more inclusive and diverse.**
5. Be America's leading partnership university.

## DEFINITIONS

---

### DIVERSITY

The unique human characteristics that make us different, as well as the many universal qualities that make us the same.

Dimensions of diversity, some more dominant and sustaining than others, can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexuality, income, faith and non-faith perspectives, socio-economic class, political ideology, education, geographic location, primary language, family status, military experience, organization role and level, work style, work experience, cognitive style, and communication style.

### INCLUSION

The active creation and maintenance of culture, policy, and educational and business practices that celebrate diversity and recognize the value of diversity to our mission to excel as educators, employers, and community partners. Inclusion also requires diverse representation at all levels of the organization.

### CULTURAL COMPETENCY

The ability to function effectively in the presence of diversity.



# ODI FACILITATORS

## BARBARA THOMPSON

---

Barbara Thompson is the Associate Director in the Office of Diversity and Inclusion at the University of Central Florida. She has more than 25 years of experience as a training coordinator, curriculum developer, and workshop facilitator. She holds a Master of Arts degree in Psychology and is a published author in the fields of human memory and concept development. She is a Certified Public Accountant in Florida, and prior to going into the field of Diversity Education, she performed audit and tax work. Barbara often shares that she and her husband, Jim, met while completing a tax return.

Barbara is a committed community volunteer, serving as a past member of the Board of Directors and the UpStanders Advisory Committee at the Holocaust Memorial Resource and Education Center of Florida. Barbara is a recipient of the Walt Disney World Teacherrific award and a two-time recipient of The Outstanding Educator award in Business and Industry Services.

## RACHEL LUCE-HITT

---

A proud Leadership Enhancement Program (LEP) graduate, Rachel Luce-Hitt is the Coordinator of Educational/Training Programs in the Office of Diversity and Inclusion at the University of Central Florida. She is responsible for the development of curriculum as well as the facilitation of workshops, dialogues, and experiences that aim to build an inclusive university community.

Rachel earned both a Bachelor of Arts degree in Anthropology and a Master of Business Administration from Rollins College. For the last 10 years, she has dedicated her career to making higher education more diverse, inclusive, and socially just. In that time, she worked as the Assistant Director of Multicultural Affairs at Rollins College and the Coordinator of Inclusive Excellence at Valencia College, in addition to serving in other capacities such as Equity Commission Chairperson of the Association of Florida Colleges, SEED Leader (Seeking Educational Equity and Diversity), Peace and Justice Institute Instructor, and Board Member of the Jewish Genealogical Society of Greater Orlando.



# CULTURAL COMPETENCIES

Faculty and staff members at the University of Central Florida worked in collaboration to brainstorm, write, and refine a list of 21 cultural competencies deemed “core” to the education of members of the UCF community and other participating constituents. These cognitive, affective, and skill-building competencies are detailed on pages 7 - 9.

The workshops developed and facilitated by the Office of Diversity and Inclusion incorporate one or more of the cultural competencies into each educational experience. The specific competencies addressed in a particular workshop are identified as part of the session description.

## EDUCATIONAL GOALS

---

**1.**

To offer the UCF community educational and training experiences to expand awareness, knowledge, and cultural competencies that aid in understanding and managing diversity.

**2.**

To facilitate a continuum of learning related to human diversity by utilizing a framework that includes: Diversity Awareness and Appreciation, Multiculturalism, Social Justice, Prejudice Reduction, Diversity in Academics, and Diversity Leadership.

**3.**

To interface with the surrounding Central Florida community in order to formulate partnerships that broaden educational opportunities for real world diversity experiences for UCF’s students, staff, faculty, and administration.

**4.**

To collaborate with public school districts in the sharing of training initiatives that will benefit UCF’s staff, faculty, and administration, as well as expand the focus of diversity issues addressed with future students.



# COGNITIVE

## THOUGHTS AND BELIEFS

Members of the UCF community and other participating constituents will be able to:

---

**C1** – Define and understand vocabulary as it relates to diversity and inclusion.

**C2** – Understand that diversity is represented by all the ways in which human beings differ.

**C3** – Define power, privilege, and discrimination and evaluate their effects on personal behavior, relationships with others, and society.

**C4** – Recognize the elements of “culture” and apply their knowledge by comparing and contrasting similarities and differences among cultures.

**C5** – Identify their own racial/ethnic heritages and associated culture and demonstrate how their perspectives affect interactions with others.

**C6** – Understand how international events influence their lives and apply this awareness to evaluate impacts on global society.

**C7** – Understand that differences in communication patterns exist among and within cultures and analyze how differences in communication may lead to misunderstandings.



# AFFECTIVE

## ATTITUDES AND FEELINGS

Members of the UCF community and other participating constituents will be able to:

---

**A1** - Respectfully listen with appreciation to others' diverse life experiences and demonstrate understanding.

**A2** - Engage in interactions with people of different "cultures" and share examples of their own life experiences, values, beliefs, and feelings.

**A3** - Show receptivity to exploring cross-cultural communication styles.

**A4** - Gain new understanding and insights about the points of view of others and evaluate how these different perspectives influence behavior and relationships.

**A5** - Consider instances in which they have been stereotyped and share with others the emotional impacts these views had on them.

**A6** - Recognize instances in which they have stereotyped others, consider the emotional effects of these stereotypes on others, and assume responsibility for their behavior.

**A7** - Acknowledge, with respect, individual opinions and feelings about diversity-related conflict and recognize that these conflicts may generate emotional reactions.





# SKILL BUILDING

## ACTIONS AND BEHAVIORS

Members of the UCF community and other participating constituents will be able to:

---

**S1** – Practice listening to others in attentive, active, and affirmative ways.

**S2** – Describe, practice, and demonstrate actions that may be taken when confronted with stereotypes.

**S3** – Reflect on their own cultural heritage and biases and develop and refine skills to recognize biases in others.

**S4** – Use inclusive language in classroom, social, and professional settings.

**S5** – Apply conflict resolution skills when presented with disagreements related to diversity issues.

**S6** – Demonstrate diversity leadership by providing constructive feedback to create more inclusive spaces.

**S7** – Bridge differences and build communities through the acquisition of “ally” skills.



# FRAMEWORK CATEGORIES

## DIVERSITY AWARENESS & APPRECIATION

---

ABCs of Diversity; DiSC Behavioral Styles Profile; Diversity Certificate Series; DOTS - Understanding Your 'Hidden' Biases; Gender Differences in Communication: Theories and Perspectives; Inclusion and Intellectual Disability: The Evolving Story; Inclusive Communication; Latino Americans Series; Performance Standards for UCF's Cultural Competencies - Online Module; Race - The Power of an Illusion; The Power of 'Hidden' Biases; The Rise and Fall of Jim Crow

## DIVERSITY IN ACADEMICS

---

A Framework for Understanding Poverty; Performance Standards for UCF's Cultural Competencies - Online Module

## DIVERSITY LEADERSHIP

---

Developing and Nurturing Inclusion: A Step-by-Step Approach to Creating Inclusive Spaces; Performance Standards for UCF's Cultural Competencies - Online Module



# FRAMEWORK CATEGORIES

## MULTICULTURALISM

---

Communicating Across Cultures; More Than Mere Words; Multicultural Conflict Resolution; Open Heart Dialogue

## PREJUDICE REDUCTION

---

Examining the Real Disability Barriers; Understanding Power and Privilege; Secular and Religious Minority Awareness

## SOCIAL JUSTICE

---

Half the Sky; Micro-Messages and Microaggressions: Impacts on Inclusion; Understanding Power and Privilege; Safe Zone: LGBTQ + 101; Safe Zone: Advocates; Safe Zone: Coming Out; Safe Zone: GOLD



# CORE COURSES

## **ABCs OF DIVERSITY - DIV008**

*(ONE 3-HOUR SESSION)*

Human diversity impacts each of us on a daily basis. Gaining an understanding of differences and similarities is essential for effective functioning in today's work environment. This workshop focuses on how stereotypes and biases can get in the way when creating a diverse and inclusive space for all employees.

***Framework Category: Diversity Awareness and Appreciation***

***Cultural Competencies: C1, C2, A5, A6, S1, S2***

## **INCLUSIVE COMMUNICATION - DIV053**

*(ONE 3-HOUR SESSION)*

This workshop identifies some common mistakes made when communicating about age, class, disabilities, ethnicity, gender, language, looks, race, religion, and sexual orientation. It also highlights words, phrases, and behaviors that can enhance the process of communicating about and across various dimensions of difference.

***Framework Category: Diversity Awareness and Appreciation***

***Cultural Competencies: C1, C2, A1, A2, S1, S4***

## **UNDERSTANDING POWER AND PRIVILEGE - DIV016**

*(ONE 3-HOUR SESSION)*

This session looks at the concepts of power and privilege in detail and describes actions that can be adopted to mitigate the effects of social injustice.

***Framework Categories: Social Justice; Prejudice Reduction***

***Cultural Competencies: C1, C2, C3, S7***



# ELECTIVE COURSES

## **A FRAMEWORK FOR UNDERSTANDING POVERTY - DIV058**

*(TWO 3-HOUR SESSIONS)\**

Socioeconomic status or class is an often overlooked, but critically important, dimension of diversity. Since 1995, Dr. Ruby Payne's *A Framework for Understanding Poverty* has helped educators and other professionals understand individuals from all socioeconomic backgrounds — including the “hidden rules” among classes, the characteristics of generational poverty, and the significant role of available resources.

*\*Purchase of a workbook is required.*

***Framework Category: Diversity in Academics***

***Cultural Competencies: C1, C2, C4, A1, A2, A3, A4, A5, A6, S1, S2, S3, S6***

## **COMMUNICATING ACROSS CULTURES - DIV044**

*(ONE 3-HOUR SESSION)*

This workshop combines and summarizes key information from *Open Heart Dialogue* and *More Than Mere Words*. Please see the descriptions for these sessions.

***Framework Category: Multiculturalism***

***Cultural Competencies: C1, C2, C4, C7, A1, A2, A3, A4, S1, S4***

## **DEVELOPING AND NURTURING INCLUSION: A STEP-BY-STEP APPROACH TO CREATING INCLUSIVE SPACES - DIV222**

*(ONE 3-HOUR SESSION)*

President John C. Hitt of the University of Central Florida once stated that “the difference between diversity and inclusiveness is that diversity is a fact – we would be just as diverse if we all hated each other – it involves factual things like race, ethnicity, religion, gender, etc. But, inclusiveness is more of a subjective state of mind where people feel valued, respected, and appreciated. They have a sense of their own identity within the university and feel that the university is theirs. They are ‘of it as well as in it.’ There is a sense of belonging and ownership. Related to this is that learning can occur anywhere, but the real development of people occurs in a more nurturing environment.”

***Framework Category: Diversity Leadership***

***Cultural Competencies: C1, S4, S6***



## **DiSC BEHAVIORAL STYLES PROFILE - DIV078**

*(ONE 3-HOUR SESSION)\**

The foundation of personal and professional success lies in understanding yourself, understanding others, and realizing the impact of personal behavior on the people around you. The DiSC Behavioral Styles Profile enhances interpersonal communication by providing a non-judgmental language for exploring behavioral issues across four primary dimensions: dominance, influence, steadiness, and conscientiousness. In this workshop, participants will identify their predominant styles and will learn ways to work well with all of the styles.

*\*This workshop requires an interdepartmental transfer or cash/check payment.*

***Framework Category: Diversity Awareness and Appreciation***

***Cultural Competencies: C1, C2, A4, S1, S4***

## **DIVERSITY CERTIFICATE SERIES - DIV210 & DIV211**

*(CERTIFICATE PROGRAM - TWO 4-HOUR SESSIONS)*

This four-part program is designed as an introductory overview series of workshops to provoke thought with respect to diversity in general, and more specifically, with respect to several important dimensions of diversity. Modules include: Diversity Includes All of Us – All the Time; Sex, Gender and Sexual Orientation; Race, Ethnicity, Language, & Religion; and Age and Abilities/Disabilities.

***Framework Category: Diversity Awareness and Appreciation***

***Cultural Competencies: C1, C2, C5, C7, A1, A2, A4, A5, A6, A7, S1, S2, S3, S5***

## **DOTS - UNDERSTANDING YOUR ‘HIDDEN’ BIASES – DIV031**

*(ONE 2-HOUR SESSION)*

In order to appreciate, respect, and value others, it is important to recognize that our life experiences and the individuals in our lives have influenced our thoughts and feelings regarding the people present in our worlds. In this workshop, participants are guided through an activity that allows them to discover biases that may exist “in their heads.” Further, the session facilitates understanding of how these views impact the ways in which we relate to one another.

***Framework Category: Diversity Awareness and Appreciation***

***Cultural Competencies: C1, C2, A1, A2, A4, A5, A6, S1, S2***



## **EXAMINING THE REAL DISABILITY BARRIERS - DIV223**

*(ONE 3-HOUR SESSION)*

Led by Student Accessibility Services, this interactive workshop explores some of the greatest disability barriers that exist in day-to-day activities. Participants will be able to identify at least one action-item they can use to contribute to a more accessible and inclusive environment for people with disabilities.

***Framework Category: Prejudice Reduction***

***Cultural Competencies: C1, C2, A1, A4, A5, A6, S1, S2, S4***

## **GENDER DIFFERENCES IN COMMUNICATION: THEORIES AND PERSPECTIVES - DIV071**

*(ONE 2.5-HOUR SESSION)*

Gender differences in communication have been a source of fascination for many years. Popular books and videos by authors such as Deborah Tannen (*He Said, She Said*) and Pat Heim (*Invisible Rules: Men, Women, and Teams*) have offered detailed portraits of how these differences may manifest themselves. Research looking at differences in brain structure and functioning between males and females indicates that many biological differences exist and have an impact on human behavior. Yet, other writers, such as Mark Tripp, suggest that these differences may be insignificant or nonexistent for some types of communication. This workshop explores some of the more popular views on “masculine” and “feminine” communication styles.

***Framework Category: Diversity Awareness and Appreciation***

***Cultural Competencies: C1, C7, A2, A4, A5, A6, S1***



## **HALF THE SKY - DIV266**

*(CERTIFICATE PROGRAM - TWO 3-HOUR SESSIONS)*

*Half the Sky: Turning Oppression into Opportunity for Women Worldwide* is a four-hour PBS primetime documentary film and national broadcast event inspired by the widely acclaimed book of the same name by Nicholas Kristof and Sheryl WuDunn. Filmed in 10 countries, the series follows Nicholas Kristof and celebrity activists America Ferrera, Diane Lane, Eva Mendes, Meg Ryan, Gabrielle Union, and Olivia Wilde on a journey to tell the stories of inspiring, courageous individuals. Across the globe, oppression is being confronted, and real, meaningful solutions are being enacted through health care, education, and economic empowerment for women and girls.

The linked problems of sex trafficking and forced prostitution, gender-based violence, and maternal mortality — which needlessly claim one woman every 90 seconds — present to us the single most vital opportunity of our time: the opportunity to make a change. All over the world, women are seizing this opportunity.

***Framework Category: Social Justice***

***Cultural Competencies: C1, C2, C3, C6, A1, A3, A4, S1, S7***

## **INCLUSION AND INTELLECTUAL DISABILITY: THE EVOLVING STORY - DIV262**

*(ONE 1.5-HOUR SESSION)*

Led by Inclusive Education Services, this workshop discusses the Inclusive Education Services program at UCF and highlights why this program is so important for people with intellectual disabilities and for the UCF community. Discussion explores how inclusion for people with intellectual disabilities is defined in our culture, and how our culture may limit opportunities for people with intellectual disabilities.

***Framework Category: Diversity Awareness and Appreciation***

***Cultural Competencies: C1, C2, A1, A4, A5, A6, S1, S2***

## **LATINO AMERICANS SERIES - DIV236, DIV 237, & DIV238**

*(CERTIFICATE PROGRAM - THREE 3-HOUR SESSIONS)*

*Latino Americans* is a three-part documentary series that chronicles the rich and varied history and experiences of Latinos, who, for more than 500 years, have helped to shape the United States, becoming the largest minority group in the country, with more than 50 million people.

***Framework Category: Diversity Awareness and Appreciation***

***Cultural Competencies: C1, C2, C3, C5, C6, A1, A2, A4, S3, S4***





## **MICRO-MESSAGES AND MICROAGGRESSIONS: IMPACTS ON INCLUSION - DIV060**

*(ONE 2.5-HOUR SESSION)*

Micro-messages are the signals that we send to one another through our actions and behaviors. Although these messages may be “small,” their impact can be tremendous. Micro-messages are of two types: micro-inequities and micro-affirmations. Micro-inequities are the messages we send to other people that may cause them to feel devalued, offended, discouraged, or excluded. Micro-affirmations are the messages that we send to other people that may cause them to feel valued, appreciated, encouraged, and included. Microaggressions are brief exchanges that send denigrating messages to marginalized groups. In this session, the impacts of micro-messages and microaggressions on inclusion are considered.

***Framework Category: Social Justice***

***Cultural Competencies: C1, C3, C5, A1, A4, A5, A6, S2, S6***

## **MORE THAN MERE WORDS - DIV029**

*(ONE 3-HOUR SESSION)*

A crucial component of any communication is the body language displayed by the parties involved in the interaction. This workshop focuses on cultural differences in expectations with respect to aspects of body language such as eye contact, posture, movement, gestures, facial expressions, and touch.

***Framework Category: Multiculturalism***

***Cultural Competencies: C1, C2, C4, C7, A1, A2, A3, A4, S1***

## **MULTICULTURAL CONFLICT RESOLUTION - DIV030**

*(ONE 3-HOUR SESSION)*

Conflict is an inevitable part of life. Although many of us are uncomfortable in conflict situations, it can be a constructive process in which the very differences that give rise to the conflict also provide us with the unique perspectives and enhanced creativity needed in our complex world. This session explores general ways conflict is viewed in various cultures, and specific ways we as individuals respond to conflict. It also emphasizes conflict resolution skills that are useful in relating to others who are different from us.

***Framework Category: Multiculturalism***

***Cultural Competencies: C1, C2, C4, A1, A2, A4, A7, S1, S5, S6***



## **OPEN HEART DIALOGUE - DIV032**

*(ONE 3-HOUR SESSION)*

The ability to prevent cultural misunderstandings through effective cross-cultural communication is an important skill in today's world. This session introduces the three basic components of any communication. Further, it dramatically illustrates 12 common causes of misunderstandings across cultures, including conventions for courtesy, degrees of assertiveness, accents, and hot buttons.

***Framework Category: Multiculturalism***

***Cultural Competencies: C1, C2, C4, C7, A1, A2, A3, A4, S1, S4***

## **PERFORMANCE STANDARDS FOR UCF'S CULTURAL COMPETENCIES - ONLINE MODULE (OPEN TO UCF ONLY; ONE HOUR OF CREDIT IS AVAILABLE) - DIV150**

This online module details UCF's "core" cultural competencies and related performance standards.

***Framework Categories: Diversity Awareness and Appreciation, Diversity in Academics, and Diversity Leadership***



## **RACE - THE POWER OF AN ILLUSION - DIV130, DIV131, DIV132**

*(CERTIFICATE PROGRAM - THREE 2-HOUR SESSIONS)*

The division of the world's peoples into distinct groups has become so deeply imbedded in our psyches, so widely accepted, many would promptly dismiss any suggestion of its falsity. Yet, that's exactly what this provocative three-part series by California Newsreel claims. *Race - The Power of an Illusion* questions the very idea of race as biology, suggesting that a belief in race is no more sound than believing that the sun revolves around the earth. Yet race still matters. Just because race doesn't exist in biology doesn't mean it isn't very real, helping shape life chances and opportunities.

- **Part 1 - *The Difference Between Us*** examines the contemporary science — including genetics — that challenges our common sense assumptions that human beings can be bundled into three or four fundamentally different groups according to their physical traits.
- **Part 2 - *The Story We Tell*** uncovers the roots of the race concept in North America, the 19th century science that legitimated it, and how it came to be held so fiercely in the western imagination. The episode is an eye-opening tale of how race served to rationalize, even justify, American social inequalities as “natural.”
- **Part 3 - *The House We Live In*** asks the question: If race is not biology, what is it? This episode uncovers how race resides, not in nature, but in politics, economics, and culture. It reveals how our social institutions “make” race by disproportionately channeling resources, power, status, and wealth to white people.

***Framework Category: Diversity Awareness and Appreciation***

***Cultural Competencies: C1, C2, C3, C5, A1, A4, S3***



## **THE POWER OF ‘HIDDEN’ BIASES – DIV232**

*(ONE 2-HOUR SESSION)*

A fundamental quality of the human mind is to group objects into categories based on a wide range of discernible characteristics. This ability helped early people to distinguish friend from foe and was instrumental in our ancestors’ survival. As adaptive as this response may sometimes be, it is also the foundation of the biases, stereotypes, and prejudices that are present in our conscious and unconscious thinking.

Even when we believe that we have eliminated these biases from our thinking, they still lurk in our heads as a sort of “hidden” residue. We may deliberately strive to behave without prejudice and may be consciously committed to equal and fair treatment of other people, but studies indicate that we continue to possess preconceived notions and stereotypes. These “hidden” biases influence our perceptions and actions.

This workshop provides examples of how “hidden” biases may manifest themselves and, through a self-reflective activity, offers participants a way to examine possible stereotypes they may have been exposed to in their lifetimes from four different sources of information: the people who raised you, school, the media, and friends.

***Framework Category: Diversity Awareness and Appreciation***

***Cultural Competencies: C1, C2, A1, A2, A4, A5, A6, S1, S2***

## **THE RISE AND FALL OF JIM CROW – DIV201 & DIV202**

*(CERTIFICATE PROGRAM – TWO 4-HOUR SESSIONS)*

Based on the four-part DVD series, *The Rise and Fall of Jim Crow*, this workshop offers a comprehensive look at race relations in the United States between the Civil War and the Civil Rights Movement. This workshop documents the context in which the laws of segregation, known as the “Jim Crow” system, originated and developed. Programs in the series include:

- Program One: Promises Betrayed (1865-1896)
- Program Two: Fighting Back (1896-1917)
- Program Three: Don’t Shout Too Soon (1917-1940)
- Program Four: Terror and Triumph (1940-1954)

***Framework Category: Diversity Awareness and Appreciation***

***Cultural Competencies: C1, C2, C3, C5, A1, A2, A4, S3, S4***



## **SAFE ZONE: LGBTQ+ 101 – DIV033**

*(ONE 2-HOUR SESSION)*

Learn about issues affecting LGBTQ+ people, homophobia, and heterosexism, and the benefits and responsibilities of being an Ally. Participants who complete both trainings (*LGBTQ+ 101* and *Safe Zone Advocates*) are designated as Safe Zone Advocates and can be identified by a Safe Zone placard.

***Framework Category: Social Justice***

***Cultural Competencies: C1, C2, A1, A4, A7, S4, S7***

## **SAFE ZONE: ADVOCATES – DIV241**

*(ONE 2-HOUR SESSION)*

The *Safe Zone Advocates* training is the second in the series and was created to further individual knowledge and understanding of LGBTQ+ issues. The training is geared toward helping attendees explore, identify, and expose cultural biases and acquire skills necessary for advocating for marginalized populations. Participants who complete both trainings (*LGBTQ+ 101* and *Safe Zone Advocates*) are designated as Safe Zone Advocates and can be identified by a Safe Zone placard.

***Framework Category: Social Justice***

***Cultural Competencies: C1, C2, A1, A4, A7, S4, S7***

## **SAFE ZONE: COMING OUT – DIV242**

*(ONE 2-HOUR SESSION)*

The *Coming Out* workshop explores the process and challenges of coming out as Lesbian, Gay, Bisexual, or Transgender. Participants will learn more about theories and concerns about the coming-out process for LGBTQ+ individuals. The workshop will allow those who attend to explore their LGBTQ+ identity or to support a family member or friend who may be coming out.

***Framework Category: Social Justice***

***Cultural Competencies: C1, C2, A1, A4, A7, S4, S7***



## **SAFE ZONE: GOLD – DIV243**

*(ONE 2-HOUR SESSION)*

The *GOLD* Knights workshop aims to provide education on topics concerning language specific to gender and sexual/romantic orientation.

***Framework Category: Social Justice***

***Cultural Competencies: C1, C2, A1, A4, A7, S4, S7***

## **SECULAR AND RELIGIOUS MINORITY AWARENESS – DIV224**

*(ONE 3-HOUR SESSION)*

We interact every day with individuals of different worldviews. Why is that important, and how does it impact our personal and professional relationships? Be part of this fun, interactive discussion about creating respectful spaces for people of all faith and non-faith perspectives. We will explore topics such as considering the faith diversity around us and what is meant by minority perspectives, statistical trends, cultural biases, experiences of those potentially marginalized because of their faith or non-faith perspective, and how you are empowered to help create inclusive spaces for all. This is a discussion about creating a respectful environment for people of all faith and non-faith perspectives. It is not a debate about faith, or a promotion of any faith or non-faith perspective.

***Framework Category: Prejudice Reduction***

***Cultural Competencies: C1, C2, C3, A1, A2, A4, A7, S1, S7***



# PEACE FILM SERIES

All Peace Film Series sessions may count as electives for the Inclusion Champion Program.

## **12 YEARS A SLAVE - DIV226**

*(ONE 3-HOUR SESSION)*

*12 Years a Slave* is based on an incredible true story of one man's fight for survival and freedom. In the pre-Civil War United States, Solomon Northup, a free black man from upstate New York, is abducted and sold into slavery. Facing cruelty at the hands of a malevolent slave owner, as well as unexpected kindnesses, Solomon struggles not only to stay alive, but to retain his dignity. In the twelfth year of his unforgettable odyssey, Solomon's chance meeting with a Canadian abolitionist forever alters his life.

## **42 - DIV143**

*(ONE 3-HOUR SESSION)*

The film *42* tells the life story of Jackie Robinson and his historic signing with the Brooklyn Dodgers under the guidance of team executive Branch Rickey.

## **A DAY WITHOUT A MEXICAN - DIV103**

*(ONE 3-HOUR SESSION)*

How do you make the invisible, visible? You take it away. One morning the state of California wakes up to find that one-third of its population has disappeared. A thick fog surrounds the state, and communication outside its boundaries is completely cut off. We soon discover that the 14 million people who have disappeared are all of Hispanic origin. The state is in shock. The economic, political, and social implications of this disaster threaten the Golden State's way of life. Misunderstandings and humorous situations abound, making this a comedic satire ... a modern fable, lesson included.



## **CRASH - DIV101**

*(ONE 3-HOUR SESSION)*

Issues of race and gender cause a group of strangers in Los Angeles to physically, and emotionally, collide in this drama revolving around the stories of a collection of interrelated characters, including a police detective with a drugged-out mother and a thieving younger brother, two car thieves who are constantly theorizing on society and race, the white district attorney and his irritated and pampered wife, a racist white veteran cop (caring for a sick father at home) who disgusts his more idealistic younger partner, a successful Hollywood director and his wife who must deal with the racist cop, a Persian-immigrant father who buys a gun to protect his shop, a Hispanic locksmith and his young daughter who is afraid of bullets, and more. *Crash* provides a powerful glimpse at the costs of prejudice, bigotry, and intolerance.

## **FREEDOM WRITERS - DIV100**

*(ONE 3-HOUR SESSION)*

Assigned the thankless task of teaching freshman English at a gang-infested high school in Long Beach, California, 23-year-old Erin Gruwell resorts to unconventional means to break through to her hardened students. Her students had been written off, and her chances of succeeding scoffed at, but Gruwell wasn't about to go down without a fight. This film, based on a true story, provides a unique perspective on the dynamics of power and privilege, as both students and teacher learn to rely on each other to expand the realm of possibilities.

## **FRIDA - DIV138**

*(ONE 3-HOUR SESSION)*

*Frida* chronicles the life of Frida Kahlo, shared unflinchingly and openly with Diego Rivera, as the young couple took the art world by storm. From her complex and enduring relationship with her mentor and husband, to her controversial affairs, Frida Kahlo lived a bold and uncompromising life as a political and artistic revolutionary.





## **IRON JAWED ANGELS - DIV267**

*(ONE 3-HOUR SESSION)*

Taking a fresh and contemporary look at a pivotal event in American history, *Iron Jawed Angels* tells the true story of how defiant and brilliant young activists Alice Paul and Lucy Burns took the women's suffrage movement by storm, putting their lives at risk to help American women win the right to vote.

## **MISS REPRESENTATION - DIV151**

*(ONE 2-HOUR SESSION)*

Like drawing back a curtain to let bright light stream in, *Miss Representation* uncovers a glaring reality we live with every day, but fail to see. Written and directed by Jennifer Siebel Newsom, the film exposes how mainstream media contribute to the under-representation of women in positions of power and influence in America. The film challenges the media's limited and often disparaging portrayals of women and girls, which make it difficult for women to achieve leadership positions and for the average woman to feel powerful herself.

## **PEOPLE LIKE US: SOCIAL CLASS IN AMERICA - DIV049**

*(ONE 3-HOUR SESSION)*

This film discusses the impact that social class has on Americans and how it plays a role in all of our lives. The documentary follows the lives of Americans from all walks of life and how they see social class in America.

## **RED TAILS - DIV125**

*(ONE 3-HOUR SESSION)*

To help win World War II, the Pentagon has no choice but to consider the untested African-American pilots of the experimental Tuskegee training program. Just as the young Tuskegee men are about to be shut down and shipped back home, they are given the ultimate chance to show their courage. These intrepid young aviators take to the skies to fight for their country — and the fate of the free world.



## **SLUMDOG MILLIONAIRE - DIV105**

(ONE 3-HOUR SESSION)

*Slumdog Millionaire* is the story of Jamal Malik, an 18-year-old orphan from the slums of Mumbai, who is about to experience the biggest day of his life. With the whole nation watching, he is just one question away from winning a staggering 20 million rupees on India's *Who Wants To Be A Millionaire?* But when the show breaks for the night, police arrest him on suspicion of cheating; how could a street kid know so much? Desperate to prove his innocence, Jamal tells the story of his life and his many dangerous adventures in the slum where he and his brother grew up. Each chapter of his story reveals the key to the answer to one of the show's questions and what this young man with no apparent desire for riches is really doing on the game show. When the new day dawns and Jamal returns to answer the final question, the Inspector and sixty million viewers are about to find out.

## **TEMPLE GRANDIN - DIV139**

(ONE 3-HOUR SESSION)

Based on a true story, *Temple Grandin* paints a picture of a young woman's perseverance and determination while struggling with the challenges of autism at a time when it was still quite unknown. The film chronicles Temple's early diagnosis, her turbulent growth and development during her school years, the enduring support she received from her mother and her science teacher, and her emergence as a woman with an innate sensitivity and understanding of animal behavior. The workshop includes a discussion of Autism Spectrum Disorder.

## **THE HELP - DIV115**

(ONE 3-HOUR SESSION)

*The Help* is the story of three ordinary women, Skeeter, Aibileen, and Minny, set in Mississippi in 1962. Twenty-two-year-old Skeeter has just returned home after graduating from Ole Miss. She may have a degree, but her mother will not be happy until Skeeter has a ring on her finger. Aibileen is a black maid, a wise, regal woman raising her seventeenth white child. Something has shifted inside her after the loss of her own son who died while his bosses looked the other way. She is devoted to the little girl she looks after, although she knows both their hearts may be broken. Minny, Aibileen's best friend, is perhaps the sassiest woman in Mississippi. She can cook like nobody's business, but she can't mind her tongue, so she's lost yet another job. Minny finally finds a position working for someone too new to town to know her reputation, but her new boss has secrets of her own. Seemingly as different from one another as can be, these women will nonetheless come together for a clandestine project that will put them all at risk. *The Help* is a timeless and universal story.



## **THE NORMAL HEART - DIV152**

*(ONE 3-HOUR SESSION)*

*The Normal Heart* is the story of the onset of the HIV-AIDS crisis in New York City in the early 1980's, taking an unflinching look at the nation's sexual politics as gay activists and their allies in the medical community fight to expose the truth about the burgeoning epidemic to a city and nation in denial.

## **THE PURITY MYTH: THE VIRGINITY MOVEMENT'S WAR AGAINST WOMEN - DIV120**

*(ONE 1.5-HOUR SESSION)*

In the video, *The Purity Myth*, Jessica Valenti, the poster girl for third-wave feminism, explores the myth that the worth of a woman depends on what she does — or does not do — sexually. Through facilitated discussion, this workshop examines Valenti's assertions and arguments.

## **TOUGH GUISE 2 - DIV227**

*(ONE 3-HOUR SESSION)*

In this highly anticipated update of the influential and widely acclaimed *Tough Guise*, pioneering anti-violence educator and cultural theorist Jackson Katz argues that the ongoing epidemic of men's violence in America is rooted in our inability as a society to move beyond outmoded ideals of manhood. In a sweeping analysis that cuts across racial, ethnic, and class lines, Katz examines mass shootings, day-to-day gun violence, violence against women, bullying, gay-bashing, and American militarism against the backdrop of a culture that has normalized violent and aggressive forms of masculinity in the face of challenges to traditional male power and authority. Along the way, the film provides a stunning look at the violent, sexist, and homophobic messages boys and young men routinely receive from virtually every corner of the culture, from television, movies, video games, and advertising to pornography, the sports culture, and U.S. political culture. *Tough Guise 2* stands to empower a new generation of young men — and women — to challenge the myth that being a real man means putting up a false front and engaging in violent and self-destructive behavior.

## **UNBROKEN - DIV154**

*(ONE 3-HOUR SESSION)*

After a near-fatal plane crash in WWII, Olympian Louis Zamperini spends a harrowing 47 days in a raft with two fellow crewmen before he's caught by the Japanese Navy and sent to a prisoner-of-war camp.



