"VALUING DIVERSITY"

A Resource Guide for Children and Youth

This Resource Guide is designed to be used as the foundation for an ongoing diversity program, or in conjunction with International Unity Day annually on September 11. The curriculum outline is intended to serve school children in Kindergarten through Grade 12, or to be used in Churches, Temples, Mosques, or community organizations with children Ages 5-18.

A program that fosters valuing diversity is essential in all schools and community organizations. Parents, teachers, school administrators, and leaders of community organizations have an immense task. In a world of political chaos and an abundance of inappropriate adult role models, they are challenged to prepare children and youth for civic responsibility and socially appropriate behavior, and give them inspiration and guidance to realize their full potential. This is made more difficult by societal messages that one is not good enough, resulting in loss of self-esteem. When hope is lost, escape through drugs and other risky behaviors increase. The future is at stake. Therefore, the need to respect oneself as a basis for all other relationships is essential.

"International Unity Day" was initiated by the International Institute For Human Empowerment, Inc. The first city to proclaim International Unity Day was Morgantown, West Virginia on January 1, 2000. Following the tragic terrorist events on 9/11/2001, the need for remembering those who were lost, and finding a meaningful memorial as well as a positive effort toward peace, led the Institute to revise the date. The permanent date for the celebration of International Unity Day is annually on September 11.

However, the larger question of how to observe the events of 9/11 with children and youth in a positive way, rather than through horrific images of destruction, prompted the need for a new approach. This curriculum outline is intended to assist parents, teachers, school administrators, and leaders of community organizations as they seek to inform children and Youth about 9/11, in a manner that promotes understanding and peace. "International Unity Day" is celebrated annually on September 11. For more information, see www.humanempowerment.org.

These materials may be copied. The owner retains authorship, but hopes you will use this Resource Guide to assist you in helping our young people develop into sensitive and responsible members of our global community.

Purpose: These materials are being published so that they might assist in bringing about a unified world culture based upon respect and mutual understanding. You may choose activities appropriate for your unique setting, yet the essence of the message should be retained. It is important when understanding diversity that one begins with love of self, moves to love of others who are similar, and evolves to love of those who are different from oneself. Therefore, the curriculum outline will be arranged in a manner to move at all levels through these three areas:

> Valuing and accepting oneself
> Valuing and accepting others of similar culture
> Valuing and accepting others of all cultures

This Resource Guide is from the perspective of one who has studied and promoted self-esteem at all age levels, and who believes in the inherent good of every person. This innate goodness is to be developed and enhanced, and serves as the basis for acceptance of others.

Diversity, as it is used here, is the valuing of all people. It is more than tolerance. It is more than acceptance. It is placing value upon the ideas and beliefs and traditions of all, while embracing them into one total culture. Therefore, the work of "Valuing Diversity" is dedicated to all people, with the earnest desire that each may learn to love and value himself/herself, and extend that respect and caring to all others. In this will be the true unification of a global culture. It may be anticipated that this experience of "Valuing Diversity" will foster the social development of all participants as members of the global community.

The following outline for the development of your "Valuing Diversity" curriculum is prepared to guide you through the steps to be used at each grade or age level. The job of the Teacher or Leader is to prepare activities: group discussions, art and music activities, role-playing, projects, school and community activities, that help children/youth to understand and develop these significant concepts. This curriculum outline may be used as:
1. a guide for activities and learning associated with "International Unity Day"
2. a guide for year-long planning
3. a guide for understanding and reflecting on the concept of valuing diversity through demonstrable behavior such as: respect, kindness, openness to positive change, responsibility, goal-development, ability to learn from failure, attitude of community service, and ethical leadership development.

This Resource Guide is developed to supplement your current activities, enhance the understanding of both children and adults regarding diversity, and to serve as a model for teaching global understanding. It is not to be regarded as the only way to teach diversity, but as simply a method the conscientious teacher or leader can use to initiate a study of diversity, or extend and enrich those activities and resources already in use.
And now, enjoy the experience of getting to know your children/youth in new and exciting ways! 2

"Valuing Diversity"

Kindergarten, or Age 5

1. Seeing Myself as a Wonderful Person
2. Seeing You as a Wonderful Person
3. Exploring My World for Beauty
4. Finding Beauty in People, Places, and Things to Do
5. What is Beauty?
6. Looking for Beauty in My classroom
7. Looking for Beauty in My Home
8. Looking for Beauty in My Community
9. Looking for Beauty When I Travel
10. Returning with Stories of What I Have Found

Grade 1, or Age 6

1. Discovering More About Me
2. Discovering More About You
3. Why Do People Look Different?
4. Why Do People Sound Different?
5. Singing songs of Many People
6. Listening to Music of Many People
7. Sharing Stories About Myself
8. How Am I Different From You?
9. How Are You Different From Others?
10. How Are We All Alike?

Grade 2, or Age 7

1. Understanding More About Me

2. Understanding More About You

3. Understanding More About Different Kinds of People

4. How Many Kinds of People Can We Find?

5. What Are You Like At Home?

6. What Do You Like to Do?

7. My Family Is Like This; This is What We Like to Do

8. Writing About Me

9. Writing About You

10. Writing About How Many Kinds of People I Have Seen

11. How Are We Different?

12. How Are We Alike?

13. How Can We Love Each Other?

Grade 3, or Age 8

1. Practicing Kindness Toward Myself

2. Practicing Kindness Toward Others

3. Practicing Kindness Toward Others Who Are Different From Me

4. How Do I Feel When I'm Alone?

5. How Do I Feel When I'm With You?

6. How Do I Feel When I Am With People Who Are Different?

7. What Would Make Me Feel More Comfortable?

8. What Do I Dislike About Other People?

9. What Do I Like About Other People?

10. Project: How Can I Create Kindness in My Family, Classroom, or Youth Group?

Grade 4, or Age 9

1. My Culture Is Like This

2. Your Culture I Like This

3. Other Cultures Are Like These

4. I Like My Culture Because. . .

5. I Like Your Cultures Because. . .

6. I Like these Things About Other Cultures

7. Project: If I Could Make One Big Culture, This I What I Would Want In It

Grade 5, Or Age 10

1. Discovering How People From Other Cultures Live

2. Discovering How People From Other Culture See My Culture

3. Finding Those Other Cultures And Choosing What I Like in Each

4. Finding Those Other Cultures That I Didn't Know About
   and Discovering Their Value

5. Writing About What an Ideal Culture Might be Like

6. Creating an Ideal Culture on Another Planet and Writing a Story About
   What It Might Be Like

7. Project: Design A Culture That Has the Most Positive Characteristics
   from Each Culture I Have Studied

Grade 6, Or Age 11

1. Why Am I Different?

2. Looking At Those Influences That Have Had an Impact on My Life:
   Family, Friends, Traditions, Beliefs, Values, Culture

3. Sharing These With Others in My Home, Class, or Youth Group

4. Learning About Those Influences That Have Impacted Them Individually

5. Project: How Can I Learn To Understand Others By Understanding Myself?

Grade 7, or Age 12

1. I Am Changing

2. You Are Changing

3. All of Our Friends Are Changing

4. What Do I Want To Be Like?

5. What do I Wish You Could be Like?

6. How Do I Wish All Others Could Be?

7. What Do I See that We Could Do to Create Unity in Our Home, School, or Youth Group?

8. What Do I See that We Could Do to Create Unity Within Our Community and State?

9. What Am I Willing to Do to Contribute to this Unity?

10. Project: Develop a Service Project that Promotes Unity in School, Community, and/or State

Grade 8, or Age 13

1. Preparing Myself to Move into Responsibility

2. Seeing You Preparing to Move into Responsibility

3. Seeing Others Preparing to Move into Responsibility 6

4. What is it that I Need Most to Assist Me?

5. How can I Assist You?

6. What Can We Do Together to Make the Transition Smooth?

7. Project: Develop a Book that Shows the Stages of My Life from Infancy to the Present; Develop the Second Half of the Project Showing Myself as an Adult

Grade 9, or Age 14

1. Developing Goals for Myself

2. Assisting Others Develop Goals

3. Developing Goals for Our Family, Classroom, or Youth Group

4. Developing Goals for High School

5. How Do I See Myself in Four Years?

6. What Do I Want to Do? What Are My Options?

7. How is Valuing Myself Going to Assist Me in Meeting My Goals?

8. Design a Project that Contains Short and Long-Range Goals, and Develop Strategies to Reach These Goals

Grade 10, or Age 15

1. Seeing Myself as a Citizen of the Community

2. Seeing You as a Citizen of the Community

3. Seeing Others as Citizens of the Community

4. How Do I Want My Community to Look?

5. What Am I Willing to Do to Make That Happen?

6. Project: Design a Community Where All People Work Together Toward Common Goals

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Grade 11, or Age 16

1. How Do I See Myself in Five Years?

2. Develop Goals for Five Years, and Develop Strategies for Reaching Those Goals

3. How Do I See Myself in Ten Years? Develop Goals and Strategies

4. How Can I Use Failure to Assist Me to Reach My Goals?

5. Write about How Failure has been a Positive in My Life, or How I Can Make It a Positive in My Life

6. Look at the Lives of Others and How They Have Overcome Failure

7. What is Success? How Will I Measure My Success?

8. What do I Value Most About Me?

9. What do I Value Most About You and Others?

10. Develop a Project that Demonstrates how Valuing Self and Others Promotes Success

Grade 12, or Age 17

1. How Do I Assess My Value?

2. How Do I Assess Your Value?

3. How Do I Assess the Value of Others?

4. How Do I Assess My Long-Range Goals? My Short-Range Goals?

5. How Can I Learn to be Kind to Myself?

6. How Can I Learn to be Kind to You?

7. How Can Being Kind to Myself Assist Me to Become Successful?

8. Project: Develop a Ten-Year Goal with Strategies for Reaching the Goal. List options of attainment that you would consider successful. List those things you would consider a failure. Develop a plan to use that failure to bring you to success. 8

Graduation, or Age 18

1. How Can I Assist Myself so that I Can Assist Others?

2. How Can We Work together for a Better Community, State, and World?

3. What Am I Willing to do to Make the World a Better Place?

4. How Can I Help to Bring Unity to My World?

5. Project: Design a global culture where all are governed by a world government that promotes peaceful resolution of conflict, individual worth, and opportunity for fulfillment. Using the disciplines of social studies, science, technology, health, language, math, and the arts, create this ideal culture and write about how you would personally contribute to this culture.