

dapDIVERSITY
AWARENESS
PARTNERSHIPA stylized graphic featuring a city skyline silhouette at the bottom, a large arch resembling the Gateway Arch in the center, and a cluster of various-sized squares in the upper left quadrant. All elements are rendered in shades of green and white against a dark grey background.

“DIVERSE CITY”
Art Competition
2015
TOOL KIT

CALL (314) 246-3143 OR VISIT DAPSTL.ORG FOR MORE INFORMATION.

“DIVERSE CITY”

Art Competition

DIVERSE CITY ART COMPETITION

Diverse City Art Competition: The Diverse City Art Competition is for students ranging from kindergarten to twelfth grade residing in the St. Louis Metropolitan Area. The “Diverse City: Embracing Differences in Your City” event is sponsored by Diversity Awareness Partnership. “Diverse City: Embracing Differences in Your City” art competition offers students the opportunity to present their independent understanding and awareness of diversity and inclusion within their communities and school. Students will be able to use their creative abilities and talents to express their own insights of diversity and inclusion throughout the St. Louis region. For many students, this exhibition will be their first opportunity to display their artwork in a professional gallery within a premier art institution. Showcase artwork will be displayed in a professional and presentable manner and will be framed.

MISSION OF DIVERSITY AWARENESS PARTNERSHIP

Diversity Awareness Partnership is a 501(c)(3) non-profit organization dedicated to promoting diversity in the St. Louis region around issues of race, religion, disability, sexual orientation and gender identity. We achieve our mission through youth programs, diversity training, community forums and diversity publications. Themed Make a Difference by Accepting Everyone Else’s, Diversity Awareness Partnership has become a replicable model for communities across the nation in advancing diversity and inclusion efforts.



GOAL OF “DIVERSE CITY” ART COMPETITION TOOLKIT

To provide teachers, students and residents of the St. Louis area to an opportunity to increase their exposure to art as a form of creative expression. To use art as a way to develop critical thinking and innovation within schools and communities. Additionally, the Diverse city Art Competition increases the visibility and practice of artistic expression and influence of art in community and economic development.

dap

DIVERSITY
AWARENESS
PARTNERSHIP

3 of PILLARS of IMPACT



dap

DIVERSITY
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ABOUT DIVERSITY AWARENESS PARTNERSHIP

Diversity Awareness Partnership (DAP) is a non-profit organization dedicated to promoting diversity and inclusion around issues of race, religion, disability, sexual orientation, age, and gender identity. DAP achieves its mission through **Three Pillars of Impact:**

- Education and Training,
- Youth Engagement,
- Awareness Initiatives.

EDUCATION AND TRAINING

Diversity & Inclusion Education and Training is delivered through presentations, workshops, seminars, community forums, and roundtables. D&I trainings raise awareness around the importance of diversity and inclusivity among employees by exposing challenges, facilitating dialogue, and providing tangible resources needed to create a more inclusive workplace.

YOUTH ENGAGEMENT

Diversity Awareness Partnership has youth engagement opportunities for K-12 students. We believe that the development of youth programs that are evidence-based will result in positive outcomes for all participants involved. Our specialty is incorporating an intergenerational approach to learning about diversity and inclusion.

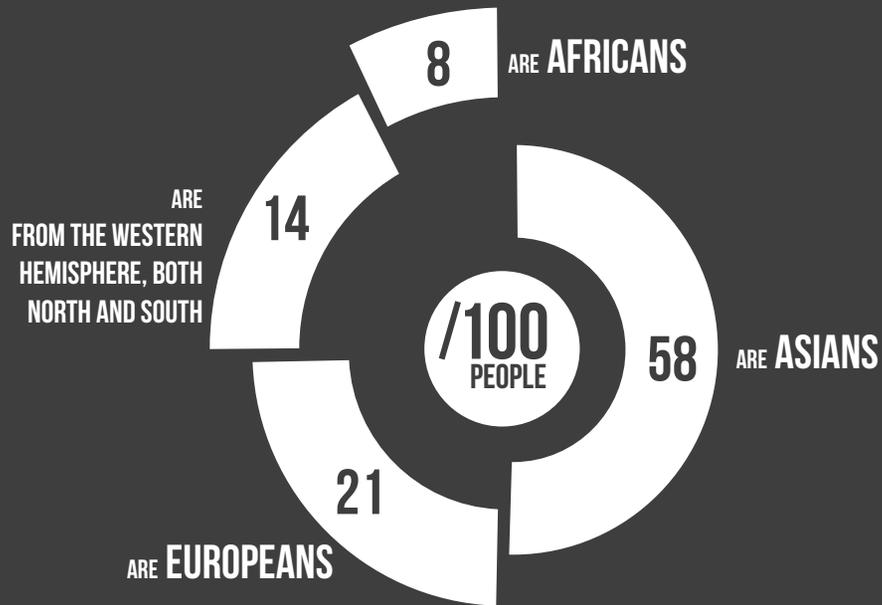
AWARENESS INITIATIVES

Diversity Awareness Partnership provides educational publications addressing a variety of diversity topics. Through the use of digital media and print publications, the message of appreciating and understanding differences is promoted in organizations, schools, corporations and throughout the community.

CALL (314) 246-3146 OR VISIT DAPSTL.ORG FOR MORE INFORMATION.

If All Of Earth's Inhabitants Were Compressed To Form A Community Of 100 People With The Same Demographics Of Current Society

IT WOULD APPEAR LIKE THIS



/100 PEOPLE **89 WOULD BE HETEROSEXUAL**
11 WOULD BE HOMOSEXUAL



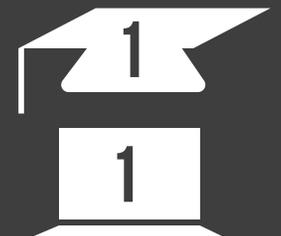
6 PEOPLE WOULD POSSESS 59% OF THE ENTIRE WORLD'S WEALTH AND ALL 6 WOULD BE FROM THE UNITED STATES.

80 WOULD LIVE IN SUBSTANDARD HOUSING

70 WOULD BE UNABLE TO READ

50 WOULD SUFFER FROM MALNUTRITION

~~1 WOULD BE NEAR DEATH~~
1 WOULD BE NEAR BIRTH
1 WOULD HAVE A COLLEGE EDUCATION
1 WOULD OWN A COMPUTER



TOOLKIT

Artists' submissions can include

WATERCOLORS

OILS

PASTELS

PEN AND INK

CHARCOAL

PHOTOGRAPHY

TWO DIMENSIONAL

SCULPTURES

MIXED MEDIA

COMPUTER-GENERATED

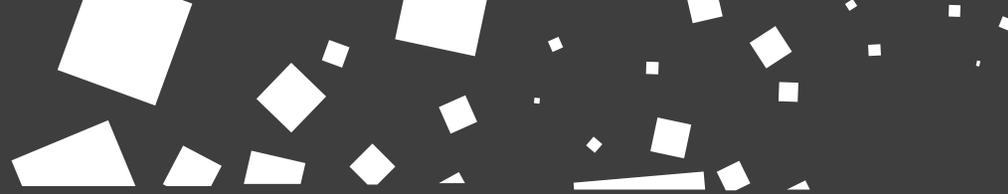
AND DIGITAL PIECES

(including animation, video and motion work).

Two-dimensional artwork must be no longer than 24 inches by 30 inches.

PREVIOUSLY SUBMITTED WORKS





ELEMENTARY SCHOOL



SUGGESTED ACTIVITIES TO INSPIRE STUDENTS FOR DAP DIVERSITY ART COMPETITION

Water Color Diversity: Elementary school

Materials needed:

- White paper
- Spray bottle filled with water
- Water colors
- Paint brushes

Splash water colors on a piece of white paper. After splashing the water colors on the paper, use a spray bottle filled with water to spray water on the water colors. Examine how the water color paint run together, how the water color mixes and creates new colors.

Questions to ask: What happened when the water was sprayed on the paper? How did the colors blending together make you feel? Were the water colors pretty on their own or were the color pretty when they mixed together?

Source: <http://everydaylife.globalpost.com/activities-teach-diversity-children-1385.html>

Friends Come in All Forms: Elementary school

Materials needed:

- White paper
- Paint
- Paint brushes
- Pieces of sponges
- Marker /crayons

Dip sponge into different colors paint and press on to paper. Repeat again with different size sponges and different. When the paint is dry draw arms, legs, hair and heads on the different size bodies with different color markers.

Questions to ask: What makes each friend different? How does have diverse group of friends make you feel?

Source: <http://apexelementaryart.blogspot.com/2013/02/shape-people.html>

ELEMENTARY SCHOOL



MIDDLE SCHOOL



Crayon Box Inclusion: Elementary school

Materials Needed:

- The book "The Crayon That Talked" by Shane Derolf
- White paper
- Crayons

Students can draw an image of themselves on the paper designed similar to the top of a crayon (in a triangular shape). Have the students make one gigantic open crayon box out of construction paper. Have each student put their image of themselves inside the open crayon box.

Questions to ask: How does the crayon box look with everyone's picture of themselves? What do you notice about the colors? What if there was only one color of crayon?

Source: <http://prekandksharing.blogspot.com/2012/01/teaching-diversity-to-children.html>

Take a Ride on the Reading: Mural Landscapes: Middle school

Materials Needed:

- A lot of scrap paper (different colors, shades, patterns and textures)
- Glue

When traveling to school, to after school activities or home via the Metro, bus or car or give students pictures of diverse images from magazines, newspapers etc. Paint the piece of paper with glue and cover the piece of paper with dry scraps of paper to depict the city, suburb or rural image and the diversity they see every day.

Questions to ask: Take a look around what do you see outside your window? Do you see people who look the same as you? Do you see people who look different than you?

MIDDLE SCHOOL



I am... : Middle school

Materials Needed:

- White paper
- Black or sharpie markers
- Paint
- Pencil

Each student will have a white piece of paper and will write their first name on the paper in the middle of the paper. Every time the teacher says PASS the students will pass their paper to the next student. Every time the student receives a piece of paper the student will write down an adjective that describes the person whose name is in the middle of the paper, such as happy, positive. Each time the paper is passed the student must come up with a new adjective that is not on the paper already and the adjective has to be positive. The paper should end up back at corresponding student. Student will use these adjective to create their artwork. Each student will draw wavy lines on the paper. Each wavy line is painted a different color. After the paint dries students can choose the adjectives they want to write on their paper and what adjective corresponds with what color.

Source: <http://www.teacherlifeblog.com/2012/10/brighten-up-your-room-with-this-i-am.html>

HIGH SCHOOL



Messages in Marketing : High school

Materials Needed:

- Magazines
- Paper
- Writing utensils
- Look through a magazine and think about the following questions:
- Write down 10 adjectives that describe the pictures you see
- How frequently do you see people of color pictured?
- How frequently do you see people who identify as LGBT pictured?
- How frequently do you see people with disabilities pictured?
- How old are the people pictured?
- Are there any stereotypes or assumptions portrayed in the pictures? If yes, what are they?
- How might these pictures influence the development of adolescent's identity?
- How can you use art to illustrate a diverse set of identity groups?

Source: <http://www.ccsf.edu/Resources/Tolerance/lessons/racism.pdf>

HIGH SCHOOL



HIGH SCHOOL



Family Structure : High school

Materials Needed:

- Photographs
- People to interview

Collect photographs and stories of different family structures, such as families with two parents or one parent, multiracial families, divorced families, blended families, families of members with disabilities, families of members who identify as LGBT. These photographs and interview answers can be combined into a collage or give the student inspiration Questions to consider:

- What does your family look like? What makes your family unique?
- Who are people in your life you consider family even though you might not be related through biology?

Source: <http://www.ccsf.edu/Resources/Tolerance/lessons/no3.html>

Challenges in the Community : High school

Discussion of the challenges of the community

Questions to consider:

- What does the word community mean to you?
- What are positive aspects in your community?
- What are challenges in your community?
- Think about what actions you can take to strength your communities and write them below

Challenges in the Community I live

Actions I can take to strength these communities

Classroom

School

Neighborhood

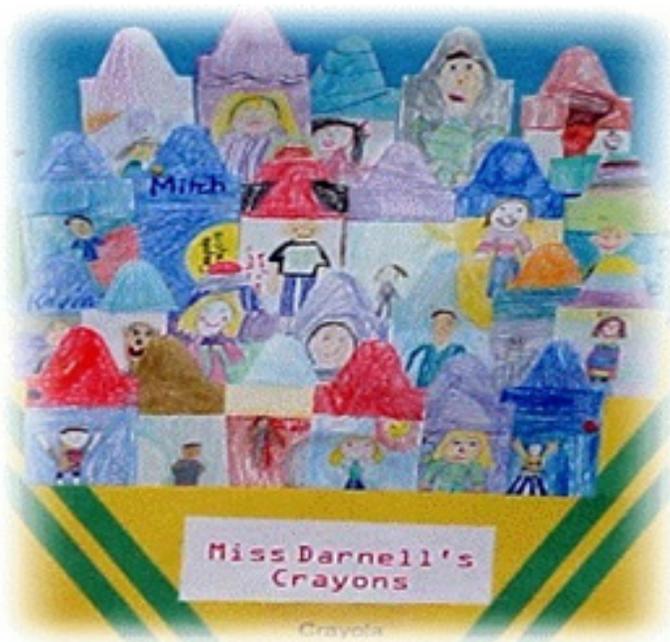
Country

Source: Scholastic, One World: Connecting Communities, Cultures and Classroom

EXAMPLES

Middle School

Elementary School



High School



Youtube Link: <http://www.youtube.com/watch?v=fkVP80kqNrl>

GLOSSARY OF TERMS

A

Ableism: Discrimination against persons with mental and/or physical disabilities and/or social structures that favor able-bodied individuals.

Affirmative Action: Set goals for the hiring and upward mobility of women, people with disabilities, African-Americans, Hispanic/Latino Americans, Asian-American/Pacific Islanders, and/or Native Americans. Goals are based upon the difference between the availability of these groups in the population and their actual representation in the organization. Affirmative Action does not impose quotas, but uses instead goals and/or targets.

Affirmative Action (n): Proactive measures for remedying the effect of past discrimination and ensuring the implementation of equal employment and educational opportunities. Affirmative action is undertaken only for certain protected groups of individuals: females, Blacks, Latinos/Hispanics, Asians, Native Americans, people with disabilities, and covered veterans.

Ageism: Discrimination against individuals because of their age; often based on stereotypes (e.g. senior citizens are not able to perform tasks such as driving, all young people are irresponsible, etc.).

Anti-Semitism: Hatred of or prejudice against Jews and Judaism. The Anti-Defamation League divides anti-Semitic incidents into two categories: "harassment, including threats and assaults directed at individuals and institutions; and vandalism, such as property damage, cemetery desecration, or anti-Semitic graffiti."

Assimilation: Being absorbed into the culture of an existing group; conforming to a corporate culture.

Assimilation: The process whereby an individual of a minority group gradually adopts characteristics of the majority culture. This adoption results in the loss of characteristics of one's native culture, such as language, culinary tastes, interpersonal communication, gender roles, and style of dress.

B

Bias: An inclination or preference, especially one that interferes with impartial judgment.

Bigotry: Intolerance of cultures, religions, races, ethnicities, or political beliefs that differ from one's own.

Bisexual: Gender-neutral term preferred by people who are open to intimate relationships with persons of either sex.

C

Classism: The subjugation or subordination of those from a lower social rank; goes beyond being merely class-conscious.

Colorblind: Term used to describe personal, group, and institutional policies or practices that do not consider race or ethnicity as a determining factor. The term “colorblind” de-emphasizes, or ignores, race and ethnicity, a large part of one’s identity.

D

Discrimination: Unfavorable or unfair treatment towards an individual or group based on their race, sex, color, religion, national origin, age, physical/mental abilities, or sexual orientation.

Diversity: The fact or quality of being different.

Diversity: Psychological, physical, and social differences that occur among any and all individuals, such as race, ethnicity, nationality, religion, economic class, age, gender, sexual orientation, mental and physical ability, and learning styles. A diverse group, community or organization, is one in which a variety of social and cultural characteristics exist.

E

Equality: Dealing fairly with all concerned without bias or favoritism; equal does not necessarily mean “the same.”

G

Gay: A term used to identify those who are homosexual in their sexual orientation or preference; often used exclusively to describe males when using the term lesbian to describe females.

Gender Identity: A set of constructed behaviors defined by society as appropriate for men and women, based solely on their sex.

H

Homophobia: A fear of individuals who are not heterosexual. Homophobia often results in people distancing themselves from and/or psychologically/physically harming people who are gay, lesbian, bisexual, or transgendered. The literal meaning of the word is “fear of same.”

I

Identity Group: A particular group, culture, or community with which an individual identifies or shares a sense of belonging.

Inclusion: A sense of belonging, where an individual feels respected and valued. The process of inclusion engages each individual and makes all members essential to the success of the group or community.

Inclusive Language: Words or phrases that include both women and men if applicable. Inclusive language does not assume or connote the absence of women. Ex: Use of word “police officers instead of “police-men” or “humankind” instead of “mankind”.

L

Lesbian: Term most preferred by women who form their primary emotional/sexual relationships with other women (see also Gay).

M

Melting Pot: A traditional orientation in the U.S. that assumes that “foreigners” should assimilate into the mainstream culture and noticeable differences should be minimized; this notion has largely been replaced by term such as “salad bowl,” “quilt,” “orchestra,” or “mosaic,” wherein people’s individual differences are valued as they add to the richness of the mix.

Multiculturalism: Theory and practice that promotes the peaceful coexistence of multiple races, ethnicities, and cultures in a given society, celebrating and sustaining language diversity, religious diversity, and social equity.

O

Oppression: Severe exercise of power and subjugation that works to privilege one group and disadvantage another.

P

Power: Possession of control, authority, or influence over others.

Prejudice: To pre-judge, to form an opinion without knowing the facts. A feeling, unfavorable or favorable, toward a person or thing prior to, or not based on, actual experience. A prejudice, unlike a simple misconception, is actively resistant to all new evidence. (My mind is made up; don’t confuse me with the facts.)

U

Unearned Privilege: Privileges accorded to some individuals because they possess or demonstrate certain characteristics associated with the dominant culture in society, such as being heterosexual, white, or male. These privileges are deeply ingrained into U.S. culture.

R

Racism: The subjugation or subordination of a person or group of persons based on their race; belief that one group of people are superior to another and therefore have the right to dominate and the power to institute and enforce their prejudices and discriminatory practices on those deemed inferior.

S

Segregation: The separation or isolation of a race, class, or ethnic group by enforced or voluntary residence in a restricted area, by barriers to social intercourse, by separate educational facilities, or by other discriminatory means.

Sexism: The subjugation or subordination of a person or group of persons based on their sex; stereotyping of males and females on the basis of their sex; the treatment of people in society based on the belief that sex is an indication of ability or relevant worth.

Stereotype: A relatively rigid and oversimplified conception of a group of people in which all individuals in the group are labeled and often treated based on perceived group characteristics.

T

Tolerance: Recognition and respect of values, beliefs, and behaviors that differ from one's own.

U

Unity: Joining separate things or entities to form one. It is the state or quality of being in accord; harmony of opinion, interest or feeling.

■ SOURCE ■

<http://www.geo.oregonstate.edu/classes/geo300/POP.htm>

<http://everydaylife.globalpost.com/activities-teach-diversity-children-1385.html>

<http://apexelementaryart.blogspot.com/2013/02/shape-people.html>

<http://prekandksharing.blogspot.com/2012/01/teaching-diversity-to-children.html>

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<http://www.teacherlifeblog.com/2012/10/brighten-up-your-room-with-this-i-am.html>

<http://www.ccsf.edu/Resources/Tolerance/lessons/racism.pdf>

<http://www.ccsf.edu/Resources/Tolerance/lessons/no3.html>
Scholastic, One World: Connecting Communities, Cultures and Classroom

<http://www.dallascup.com/diversity/calendar/>

<http://www.stgregoryschool.org/eview-archives-2009-2011/28-eview-2011/208-january-20-2012.html>

<http://courts.alaska.gov/outreach.htm>

http://www.lwsf.org/gh_artwork.html

<http://www.pps.k12.or.us/schools/beaumont/629.htm>

<http://www.youtube.com/watch?v=fkVP80kqNrl>