



UnityWorks Diversity Workshops

Participant Comments

1. **Val O:** The concept of only **one race** is kind of tricky. I never really thought of there being only one race. You really don't get taught that anywhere in life, so when you hear it for the first time, it kind of baffles you. I'm not really sure what I think about it.
2. **Susan L:** The readings about race really opened my eyes. I always thought of race as black, white, red and yellow. I liked the whole **one race** idea. I guess I always thought that color blindness was good. Now I see that inclusion and awareness are better than just seeing people as all the same. I like the flower garden idea. I've never thought of it that way—appreciating each individual flower for its own beauty.
3. **Justin I:** I had no idea how many races there were in the world. I didn't know how to define race. Was it skin tone, geography, cultural background? After reading the articles and listening to my peers, it makes sense that there is only **one race**.
4. **Kellie R:** When asked about how many races there are, I said 50,000 and boy was I wrong! One of the many things I learned tonight was that there is only **one race** and that each of us is related and that we share common DNA. If not we wouldn't be able to reproduce. That really summed it all up for me.
5. **Brock B:** When asked how many races exist in the world, I thought of Caucasian, Hispanic, Native American, Asian-American, etc., which I believed to total seven races. When we were told there was only **one race**, it took me a minute to realize that we ARE all one race: the human race. It was so simple to understand! As an educator, I must give my students the same awareness before they believe in our society's highly biased view, and it's too late.
6. **Nichole H:** I learned today that we are **one race** and I am going educate that we are one race. This idea makes me think of the movie "Independence Day" when aliens came to blow us up, and we as humans came together as one to fight off violence. Someday I would like to see that happen— without the aliens. 😊
7. **Anne C:** I had never thought it through all the way like we did today. The big ah-ha came from the '**exponential ancestry**' we did. It was fascinating to see how many people exist in our past. As a math teacher, this appealed to me. I have struggled with how to implement some of these concepts into the math curriculum, and this is a fantastic visual to show exponents in a real life example.
8. **Amy M:** The next activity—with **family trees** and shades of color—was one of my favorites so far. I don't know why, but this new awareness just made me feel so relieved, relaxed and honestly giddy. That day, I went and told everyone I knew that we were all one human race!
9. **Arnulfo G:** I really enjoy science. The discussion on race and **genetics** was fascinating, because I really believed there was a distinct categorization of races. After our discussion, it was clear that there is only one race.
10. **Carmen T:** What a revelation to think that **we are all related!** Very cool!

11. **Sarah M:** This afternoon, I learned more about **prejudice**. I never realized it, but I was taught prejudice as a child. My mom and grandpa were constantly negative toward our farm workers. I was desensitized to hearing harsh words describing “those” people.
12. **Patrick P:** The concept that we are all one race is compelling. The fact that this can be supported by science, only confirms the **prejudice** of our past. How are children supposed to understand what is right and wrong, when parents and teachers as role models, are programming racist ideology at such an early age?
13. **Heriberto F:** Needless to say, I am becoming aware of my own **prejudices**. I thought that I was aware, since I myself have been a victim of racial discrimination. But we cannot ignore prejudice. We must help eradicate it by starting with ourselves.
14. **Kerrie H:** I know these **prejudices** are cruel and I felt hurt when the items were read about my group. I hear it all the time with teachers labeling students. I know I have done this to others, and I will never do it again.
15. **Lorena V:** I thought that the correct response was “I am **color blind**.” The truth is, the goal of an inclusive classroom is not to ignore or eliminate differences, but to acknowledge and use them to create a cooperative community that works for all of the students. This definition makes more sense to me.
16. **Paul V:** When I was a teenager I was tied, **gagged and beaten** only to have a gun held to my head over a woman. I wasn’t even dating this woman; I was just a friend of hers. I was told to stay away from their women and until I agreed, they wouldn’t put the gun down. I will never forget how that felt. They called me every slanderous word in the book for Mexican, and I’m not even Mexican. A unified race may not be possible any time soon, but the idea of being “**color aware and prejudice free**” is liberating. You can’t just pretend color doesn’t exist.
17. **Aaron N:** Today was **an awakening** for me. I never saw myself as a racist, and didn't really feel that I was getting any privileges for being white. But after reading the articles, I did realize that some of the basic things in my life, I take for granted...
18. **Lety R:** I sure had an open mind after doing the activity, "What's wrong with this picture?" **A light clicked in my head**, and I realized that what I have learned growing up, and what my children are being taught today, are influenced by one point of view. What in the world are we teaching our students?
19. **Michael W:** **The film was very powerful**. It made me sweat. Victor, was absolutely filled with pain and rage. **I had no idea**, in this day and age, that these feelings still existed at that level of intensity. To me, racial injustices happened a long time ago and should be left to history. However, the pain these men of color expressed was almost too much for me to bear. I wanted to weep for them and with them. Obviously, race is long from becoming a moot issue in our society. How can it be? ...How can we become united as a nation until we can put this behind us? How will I approach the race issue in my classroom? How can I, as an individual, help to right past wrongs?
20. **Rubén F:** I now feel a responsibility as a teacher. I am driven to examine my own instructional methods and my own behaviors. I am conscious of my own filter in which I view the world around me. **I am aware** of this and able to put words to that awareness.

21. **Shayna S:** For the first time I verbalized who was the “us” for me and who the “them” was. I also realize I still have a lot to learn, but I feel strong enough in myself now to ask the crucial questions. **I have become aware.**
22. **Brandon B:** As a white male, **I can have a large impact** on the cultural landscape of this country. We should take on an active role, but not out of guilt. We should do it because it is the right thing, and we do have the leverage to make changes in how people are treated. This was one of the first times in a multicultural education class where I've felt valued, excited and proud, well at least positive, about my place as a white male in the world.
23. **Maria T:** I am so excited **to incorporate this new found knowledge into my classroom.** I want this for my students; to be aware that they help make this world beautiful and better. All the videos and speakers and activities have empowered me to change what I have been doing... I realize I have been presenting the information the way it was presented to me, never questioning whether it was right or wrong or biased.
24. **Cecilia G:** As a third-grade teacher, I see that students already have an “in crowd” even at this young age. Those students who come from upper class Caucasian families don't allow other students to play with them. They even act as if they are better than the other students. After the insights from our multicultural class, I realized that I must stop this from happening in my own classroom. This week, **I challenged my students** to break out of their cliques by assigning them an interview sheet to learn about a new friend. The leader of the in-crowd surprisingly decided that this was a fun activity, and that she could make new friends within our class.
25. **Rebecca W:** Tonight as I was staring at my notes from today's lecture, I realize I used to think that one voice did not make an impact, but that has changed. Now I believe that even **one voice can make a difference.** All of us together in this class have had an opportunity to change our views and we will be able to bring this message of understanding to our own schools, our communities, our families.
26. **Peter A:** While realizing that we cannot entirely solve the problems which exist between cultures, as a school superintendent, I also realize somebody has to start somewhere, **starting with ourselves** as individuals, spreading to our schools and ultimately to our community.
27. **Tonya T:** This class has really made me a better person. It makes me want to be a better teacher – to be able to touch all of my students. It is one thing to say it, and it is even better to take action. **I want to be that action.**
28. **Katherine W:** As a Native American woman, I particularly appreciated **my internal healing** as you closed with these thoughts:
- We need to recognize the oneness of humanity and teach it to our students.
 - To purge our hearts and classrooms from all traces of racial superiority and inferiority
 - To actively work to undo 500 years of racial conditioning
 - To teach the value of diversity and the need for unity
 - To teach students about the nobility of the human spirit
 - To call them to the high station of service to all mankind
 - In a world torn by prejudice, hate and war, our classrooms can be models of hope for the future.