



Great Public Schools  
for Every Child

NEA fully welcomes, recognizes, values, and responds to the diversity that exists among its members, staff, students, and constituents by taking diversity into account in all NEA plans and operations.

This diversity includes—but is not limited to—race, color, national origin, geographical location, religion, gender, sexual orientation, age, physical or mental ability, size, marital status, job classification, and economic status.

**TO REQUEST A  
DIVERSITY  
TRAINING CONTACT:**

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## National Education Association National Diversity Training Seminars

**D**iversity is the sum of the many ways that people are alike and different, both individually and as groups. Diversity embraces all of our individual differences and similarities and enhances our work and school environments so that everyone is welcomed, recognized, valued, and appreciated for contributions.

Because NEA recognizes the value of diversity in classrooms, the workplace, and society at large, NEA Human and Civil Rights offers a series of National Diversity Training Seminars to state and local affiliates on request.

NEA delivers diversity training to its members through a cadre of peer trainers—members training members. Our diversity curriculum consists of five basic sessions, which can be delivered separately or together.

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### Module Descriptions

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**Understanding Diversity:** In this seminar, participants will be introduced to an interactive process that will help them to better understand the language and imagery of diversity in light of the changing demographics of American society. As well as the importance of diversity to NEA's history and philosophy. Participants will also explore the primary and secondary dimensions of diversity, the attitudes they can spawn, and the infinite ways that people are different.

**Developing Cultural Identity:** Socialization is the process through which people learn about themselves, others, and the world. This seminar explores the intricate nature of the socialization process. Participants will examine models that explain how we learn about our own culture and the cultures of others. With the aid of interactive exercises, participants will better understand how the values, beliefs and self-concepts they harbor affect the way they think, behave, and make assumptions about people who are different. Participants also will learn how the absence of information—the silent teacher—can contribute to assumptions, even bigotry, about the status and entitlements of people who are different.

**Reacting to Differences:** We value people who are different based on what we know or believe to be true. As a consequence, the treatment that we extend to others is rooted in perceptions, values, and beliefs about them and their entitlements. Such treatment often results in emergence of privileged and oppressed groups, or more simply but in a workshop exercise, the creation of “insiders” and “outsiders.” In this seminar, a video is sometimes presented to trigger critical thinking about prejudice, power, and entitlement. The “hot buttons” activity will help participants to identify things that people say and do that make them angry or annoyed. Many of these things will be stereotypical; others will be subtle. Participants will be guided through a discussion of how they respond to their “hot buttons” being pushed and how they would like to respond in the future.

**Valuing Diversity:** In this seminar, participants will examine and discuss how we can gain “diversity competence” as individuals and organizations as we move along a continuum toward fully accepting diversity. Participants also discuss how achieving diversity work fits into their own goals and the goals of the Association, their school and their school district. It provides participants the means of developing a plan to maximize the impact of their diversity work.

**Our Diverse Community: Living, Working, and Learning Together: A Diversity Module for NEA Education Support Professionals (ESP).** When we effectively address the diversity that exists among ESP, other education professionals, and students, we can create a better work environment and, most importantly, a better learning environment for students. This session is especially tailored to be relevant to the everyday experiences of a broad range of education support professionals.