



OBJECTIVES

Student groups will:

- ▶ Define ethnic and cultural diversity.
- ▶ Engage in a meaningful dialogue with their peers that goes beyond explaining diversity as where a person lives or what he or she eats, etc.
- ▶ Use USA TODAY to analyze examples of diversity.
- ▶ Learn to value differences.
- ▶ Write a hard news story, a feature or an editorial that they will deliver as part of a news broadcast.

WEEK 1: (Note to teacher: Here's a definition of diversity for your reference. Students should attempt to generate a more comprehensive definition, if possible.) The term *diversity*, when applied to people, means a wide range of cultures and subcultures that represent a variety of values, ideologies, beliefs, languages, behaviors, symbols, customs and rituals. What else does it mean? As a class, brainstorm the definition of ethnic and culture diversity. In other words, what does it mean to be ethnically diverse? Culturally diverse? What is the difference between the two? Attempt to narrow your definition to just a few sentences. Write it down and refer to it often throughout the week.

WEEK 2: Last week, you defined diversity. This week, your challenge is to locate several articles in USA TODAY about a conflict between people of different races or ethnicities. Follow the issue for one week. Try to read different kinds of stories (hard news, features) on the subject. After, answer the following questions: 1.) What are the factual elements of this conflict? 2.) What are the historical causes of the conflict? The current ones? Find an editorial or op-ed piece about the conflict you chose. Jot down your reactions to the piece, i.e., do you agree or disagree with the viewpoint expressed? Now, jot down some of your own (that is, original) thoughts about the conflict.

WEEK 3: So far, you have defined ethnic and cultural diversity. You have also read news stories on the topic. Now it's time to learn why diversity is important. Write the following question at the top of a sheet of paper: Why does diversity matter? Then, use USA TODAY and other resources to help you answer this question. As you search for answers consider the following: What is the link between diversity and discrimination? What signs are there that Americans value differences? That they abhor them? Finally, using your research as a basis, draft a hard news piece, feature or editorial about diversity in the USA.

WEEK 4: Last week you explored the importance of diversity. You also began composing a hard news story, feature or editorial. This week, you will finalize your news piece, rehearse it and deliver it as part of a news broadcast. In groups of four, decide what format you want your show to take — e.g., local or national nightly news broadcast, weekly magazine news show, etc. Give your show a name, and write a script for introducing each segment. Choose theme music for your show and dress appropriately (as if you were on air). In other words, make your presentation as true-to-life as possible. At the end of your broadcast, summarize the importance of what you learned.