

# YOUTH

## MAKE A 'ME BOX'

This activity will help you think about the things that make each person unique. That's one way to celebrate the diversity around you.

### What you need

- A cardboard box.
- Decorating supplies like paint, crayons, glue, glitter, yarn, colored paper, scissors, etc.

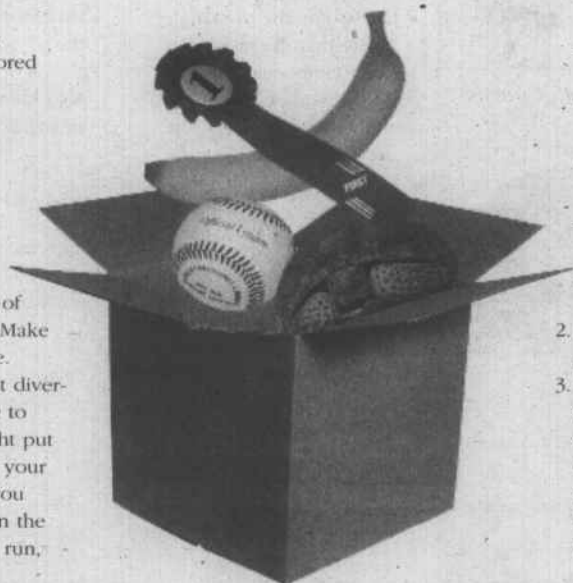
### What you do

You are going to decorate and fill up the box with things that say something about who you are. Every box will be as different as every person.

*Step 1-* Decorate the outside of your box, however you choose. Make it as plain or as fancy as you like.

*Step 2-* While you study about diversity, you will add things you like to your box. For example, you might put in family pictures or a picture of your favorite food or animal. Maybe you want to add a shell you found on the beach, a ball you hit for a home run,

or a ribbon you won at a fair. You could put in a story you wrote or a drawing you made. You can add anything you want. The only thing to remember is that everything in the box must say something about who you are and what you like.



## SHARE YOUR 'ME BOX'

1. Make a list of everything that is in your box.

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2. In small groups or as a class, have each person present what is in his or her box.
3. What things were in more than one student's box? Which things in your box are unique? Who had the most surprising item in their box? Did people who are best friends have similar things in their boxes? What new things did you learn about your classmates?

## LOOKING IN THE NEWSPAPER:

In this activity you will get a chance to look at the diversity in your community by getting to know your newspaper better. And you'll get to practice teamwork as a class!

### What you need

- A copy of your daily newspaper.
- A piece of paper and a pencil, to take some notes.

### What you do

Have each student in the class pick a story, or a page of the newspaper to report on. Read the story or stories you have chosen and answer these questions:

1. How many people mentioned in your stories are white males? How can you tell?
2. How many are criminals? How can you tell?
3. How are the females identified? As homemakers? Lawyers? Feminists?
4. How are racial and ethnic groups identified?
5. How often do members of minority groups appear in negative stories as opposed to positive stories?
6. Do male reporters and female reporters cover different kinds of stories? Who writes about crime? Who covers sports? Who writes the gossip column? And who writes the items aimed at kids?

## CHART YOUR FINDINGS

As a class, make a chart of the findings of your class as a whole.

- Are there any patterns that emerge? What do you think these patterns mean?
- Consider writing a letter to the editor about your findings and conclusions.
- Turn to your classmates. How do African American students want to be known—as African American or Black? Do Indian students prefer to be described as American Indian, Native American or First Americans? Is "Oriental" a derogatory label to Asians? What about Hispanics? Are they Latino, Mexican, Puerto Rican, Cuban, etc?

*Activity adapted from a "Time Out" exercise in "Respecting Our Differences" by Lynn Duvall.*