



Promoting social and cultural diversity through the media

A training module for journalism students

OUTLOOK II

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INTRODUCTION

This university level module offers a fresh approach for teachers and students of journalism on how to promote social and cultural diversity through the media. It involves individual reflection, helping the student to take a closer look at their own value system and how this can impact on their work as journalists. It sharpens their analytical skills when gathering information for their stories and broadcasts. And, it gives students practical reporting and interviewing skills resulting in better stories and programmes drawing on the experience of a wider range of groups in society. In short, the course described here aims to make students into better journalists.

The module was developed as part of the project called OUTLOOK II – Reflecting social and cultural diversity through the media coordinated by IRIS asbl and co-financed by the European Commission. It has been tested in the journalism schools and faculties of the three partner universities - Fontys University of Professional Education (the Netherlands), Mid-Sweden University (Sweden), and the University of Westminster (UK).

The course can be delivered as a stand-alone module or be integrated into a general journalism course. The teacher can adapt the exercises as s/he feels necessary to meet the needs of each group of students and the general curriculum that they are following.

Learning aims:

- To raise students general awareness of how the media portrays the different ethnic and other groups;
- To help students avoid prejudice and discrimination and adapt to reporting in a multicultural society ;
- To help students' develop their ability to put themselves in the shoes of those who are the subjects of their stories;
- To help students develop their ability to better assess the impact of their stories on their readership or audiences;
- To introduce students to researching and reporting in a multi-cultural society;
- To develop student awareness of the range of sources and material available in finding and covering stories from communities other than their own;
- To develop student's sensitivity to the complexities of social relationships within a multi-cultural society, essential for successful reporting;
- To develop student skills in news reporting and in writing profiles and other features;
- To develop student production and editorial skills in researching and producing treatments for programmes and in making broadcast news and current affairs programmes.

Learning outcomes:

By the end of the module, students will be able to:

- critically interpret the responsibilities of journalists in a multi-cultural society;
- better understand their own cultural influences and respect those of others;
- demonstrate sensitivity to cultural differences and avoid failures of communication;
- critically evaluate and assess the range of sources and materials available to them;
- write, plan, research and produce a well-researched feature article and profile or broadcast package;
- Reflect critically on their own practice and the practice in the mass media in a detailed log.

About this module – Quotes from teachers and students

“I hope the students enjoyed this module as much as I did and I will always be grateful for the opportunity to have been one of the first to lead it – an opportunity I hope to have many times again”

“The (student) logs indicate that the students have become more aware of racist, prejudiced and xenophobic remarks and undertones in the press. They are also better reporters and interviewers who now feel more confident and comfortable in environments and cultures other than their own. “

“As a teacher I was inspired by the different teaching methods in this module.”

“By confronting their own experiences of exclusion they were better able to understand and feel more comfortable and confident in dealing with other cultures who have suffered exclusion.”

The module “increased my awareness of people from backgrounds other than my own. It taught me a great deal about how members of our multicultural society define themselves and how they feel other people perceive them. The course was a totally new experience for me, I have never studied anything like this before and it was very informative.”

“Though this course the students have become better journalists.”

“The module puts the social responsibility of a journalist at the heart of the journalist student's activities.”

“The overall lecture style and teaching methods were quite unorthodox to any other module that I've previously taken at University. However, I feel that I have learnt more from this style of teaching than I have from any of my other modules. I especially enjoyed the role-playing exercises, which helped the class become more comfortable with working together on assignments.”

“Playback theatre was fascinating. It was a very educational experience.”

“In hindsight, I feel that not only my writing but my understanding of other people in general, not just those from ethnic minorities, has improved.”

“I feel that this module has given me overall confidence in my abilities to become a skilled journalist. It was also the most interesting and challenging module I have taken thus far, in that it stretched my limits and forced me to go beyond my ‘comfort zone’. I have certainly learnt a great deal from it.”

“As a foreigner, as a Jew and even as a woman, who studies in London, I thought I knew what it is like to be the ‘outsider’. What amazes me the most is realising I have also been prejudiced towards other minorities. In that case, this module is an eye-opener as a journalism student but, moreover, as a person.”

"The strongest point of this module, in my opinion, is that it made me think on what I write and not just on how I write it. My understanding of my own background has also deepened. Through the group games and role-play, I experienced a better understanding of how I communicate within a multicultural society. And, I learned how to write more insightful and confident features on multicultural issues."

"The Outlook seminars were valuable. The things we learned went right into our subconscious level. As students, we are used to learn "the hard way", with lectures, readings, tests and the feeling that every new lesson brings new concrete facts. The Outlook model is far from traditional schoolwork, which pleased me. I hope more students will have the opportunity of learning from playback theatre and role-play."

"I have found this module one of the most interesting ones done since I started University. It combined a part of media that needs to be addressed and thought about with practical exercises. It made me question the society and community that I live in and how people interact with each other."

"I think the writing on the theme of diversity is the most useful exercise in my education. I've been forced to think about diversity, what it's about, where there's a big lack of it and where it doesn't exist at all and why. I think that it has made me more aware of these questions than I used to be and I hope they'll remain in the back of my mind, always reminding me of their existence when I am writing."

Teaching notes

The exercises outlined here are based on a participative teaching approach that enhances student's interaction. An integral part of the learning design is that students gain by sharing each other's information and ideas. The teacher is a catalyst in this learning process.

Although no single teaching style is recommended (teachers can use the style they feel most comfortable with), teaching sessions should be informal to facilitate interaction within the group and there should be ample time for feedback and practical exercises.

Teachers should be experienced in participative and process-oriented training to deliver the exercises involving sociodrama, role-play and playback theatre.

The exercises and student assignments described here enable students to find many of their own answers. The teacher is there to explore options and give examples from a wide range of experiences.

There is a fundamental emphasis on the equality of all the students in the course. This needs to be demonstrated throughout the module by ensuring all experiences are given equal value regardless of sex, race, religion, age, social standing, sexual preference or physical ability.

Every exercise starts with a review of the previous ones. This allows students to share with the group any new learning points or to vent any frustrations in relation to the course. The teacher can then deal with the issues raised before continuing.

Each class session closes with the teacher reviewing the learning points, followed by an individual and group evaluation.

When role-play is used, it is important that students are completely familiar with what is expected of them. The teacher makes clear that this does not mean performing or acting. It is a chance to explore an issue from different points of view.

At the end of each role-play, the teacher goes through a process known as de-roling. This means reminding the students that they were playing another character as part of an exercise and giving them a chance to remember who they are.

In role-play, all the students are acting out another role. In playback theatre as used here, one student is explaining a real life situation that they have experienced and the other students take on the roles s/he has assigned to them to set the scene for this situation. In whatever role, each student learns something from the process.

If a student does not want to participate in the role-play or playback theatre, this should be discussed within the class and accepted.

The use of guest speakers to aid discussion is recommended. A panel discussion with representatives of the local media could be organised. Prominent authors could be invited to talk about their work and so on. These discussions could be open to all university students.

Student preparation

As students need to be able to exercise some of the skills of a journalist or broadcaster, it is advisable that they have learned the basic notions of:

- Writing briefs and treatments;
- Reporting and interviewing techniques;
- Writing news stories (making broadcast packages);
- Writing features and profiles (and in broadcasting, using equipment, interviewing and editing techniques).

Alternatively, these basic skills can be taught alongside the module before the relevant assignments are given or teachers spend some time during the module going over interviewing and reporting techniques to refresh student's minds.

When students are asked to produce stories or features "to a finished standard", this means as near to a professional level as possible. Obviously the ability of the students to achieve this goal will depend on how far they have proceeded with their studies (e.g. whether they are taking this course in their first, second or subsequent years), and, the individual capability of the student. This instruction has been included because it is important to make these assignments relate to professional standards. It is therefore expected that students try to produce material that would be capable of being published or broadcast.

Preparation for exercise A.5

For exercise A.5, students need to prepare themselves by reading a number of books under the general theme of "The Outsider". The books can be fiction or non-fiction writing. Before the module starts, the teacher prepares a list of possible books. The students are free to add their own suggestions.

Book circles of some 4-8 students, are formed at the start of the module. Each book circle has to choose three books to share with the rest of the class. They will do this in the form of a presentation to the whole class.

Preparation for exercise B.1

Exercise B.1 asks students to analyse articles and/or broadcasts. It is suggested that from the start of the course, students monitor the media building up a file of articles that they consider to be discriminatory or exemplary in their approach. The teacher can also provide a list of interesting websites that they can consult.

The student Log

Each student is expected to keep a student log (maximum 1500 words) throughout the module. This is worth 20% of the assessment marks.

The log is expected to contain a detailed diary of the experience of the student for each exercise of the module (Part A and B) giving an honest critical assessment which addresses the following questions:

- What did the student learn from each exercise?
- What difficulties did s/he face in completing each exercise?

- How useful was the information obtained?
- Where the assessment criteria clear and appropriate?
- What were her or his perception, understanding and analysis as s/he completed each stage of the work?

In addition, the student gives an estimate of her/his contribution to the work of the class in each exercise and the contribution of her/his colleagues to the work of the class.

Teaching ground rules

At the start of the module, a number of basic ground rules need to be established with the agreement and support of all the students. These are:

- Confidentiality. Students can talk more freely about their situations as both the teacher and the students can be assured that what is said during the workshop stays within the group.
- A non-judgmental approach. It is not that judgements are not made but that they are not allowed to interfere in the group process. This is valid for both teacher and students. Such an approach means that even if there is disagreement, students must be willing to listen to all points of view without immediately challenging them. It also means avoiding interrupting someone when they speak and taking the time to understand what they are trying to say.
- Co-responsibility. This means making students aware that the success of the course depends as much on them as on the teacher. It means that they cannot be passive observers. Their active involvement is necessary. The teacher can explain that the success of the exercises will largely depend on their willingness to participate fully in the learning process.

Assessment and Weightings

The following criteria are suggested:

- Planning and targeting work - ability to meet the brief, plan, organise time and meet deadlines;
- Class participation and teamwork - active participation in group discussions and investigations into the issues of discrimination and their effect on society as reported through the media, ability to evaluate work by colleagues in a positive way, ability to offer ideas and opinions with the ability to accept other points of view;
- Information gathering - research and produce material sensitive to the ethical and practical obligations of journalists in a multi-cultural, multi-faith, equal opportunity society;
- Writing and presentation skills - summarise complex issues in a clear and accessible way, determine suitability of material for news story or feature and ability to produce a well-presented, topical feature and profile;
- Interviewing skills - ability to track down sources, get answers and quotes;
- Analytical skills - ability to critically analyse group and individual performance in a detailed log and reflect on social and ethical responsibilities in a multi-cultural, multi-faith and equal opportunity society.

The student log, which makes a critical evaluation of the work done, amounts to 20% of the marks.

The remaining marks are divided as follows:

- A personal magazine column of a maximum of 500 words connected to exercise A.4 (10%)
- A feature article (to be done in pairs) of 1000 words / or a scenario for a 3 minute television programme or radio story connected to exercise A.6 (20%)
- A news story of 500 words/ or 1.5 minutes broadcast news item connected to exercise B.2 (10%)
- A news story of 500 words/ or 1.5 minutes broadcast news item connected to exercise B.3 (10%)
- A profile of 1000 words / or 3 minute broadcast connected to exercise B.4 (20%)
- A news item of 800 words / or 2 minutes broadcast connected to exercise B.4 (10%)

PART A – EXPLORING DIFFERENCE

Introducing the module

The teacher introduces the learning aims of this module.

Time is taken to explain the three teaching ground rules:

- Confidentiality ;
- A non-judgmental approach;
- Co-responsibility for the learning process.

A.1 Exercise: Reinforcing group identity

This exercise is a useful tool to reinforce group identity and build up the group.

It involves the use of the sociometric method, which is part of psychodrama. Jacob L. Moreno, the founder of psychodrama, described sociometry as a method to measure inter-personal relationships.

Here the sociometric method has been adapted to the training context.

It provides a tool to:

- Analyse the structure of the group by making visible the formal and informal links between group members through the discovery of affinities, common choices, different and similar life circumstance and backgrounds (age, sex, religion, nationality, culture, social situation, skills, etc.);
- Illustrate some of the “undercurrents” in the group;
- Gain a better knowledge of the group and its potential and limitations;
- Build up confidence and security in the group.

STEP 1

To prepare for the exercise, students are asked to stand up, move their chairs out of the way and walk freely around the room. They are then asked to form sub-groups according to the answers they give to a number of questions.

For each question, the teacher indicates where students are to place themselves according to the answer they give. For example, if the question is “How many of you have relatives working in the media?” The teacher can say that those with relatives working in the media should go to the left-hand corner and those without to the right-hand corner of the room. For each of the answers, coloured cards can be prepared by the teacher and placed on the floor to make it easier for the students to find their place. Extra coloured cards should be available for any additional options that may come up.

It is up to the students to interpret each of the questions as they wish and place themselves in the appropriate part of the room. Some may feel they belong to two groups. In such a case, they can stand between the two groups.

STEP 2

Once they have all found their place, the teacher can start with the smallest group and ask them how they feel or to speak about the experience – whichever is appropriate. For example:

- How does it feel to be the eldest or the youngest member of the group?
- How does it feel to live in a different country from the one you were born in?
- And so on.

In this way, a discussion involving the whole group can take place.

The idea is not to divide the group but bring out the common points and incorporate the differences within it by first identifying them.

If there is only one woman in the group or if there are two people from different ethnic groups, it is important to recognise these differences so that they can be included in the life of the group. Before passing on to common characteristics, each person’s uniqueness and particularity needs to be recognised. This allows students to reflect on the different aspects of

their personality and their current situation. As such, the autonomy of each student is reinforced.

It is for the teacher to decide which are the best questions to ask to the students s/he is teaching. The idea is to group and regroup the students under different criteria.

Students can be asked to form sub-groups according to the answers they give to the following suggested questions:

- **The age of the group:** students are asked to place themselves in a line with the oldest student at one end and the youngest at the other. It is for them to discuss and arrange themselves appropriately. It is probable that the majority of the students will be in the same age group. This in itself is an important point showing the homogeneity of the group. However, when other criteria are applied, the students may find there is a lot more diversity than first presumed. This is an important learning outcome showing that even groups who look similar can be more diverse on a deeper examination.
- **The migratory movements of the group:** students are asked to place themselves into sub-groups according to the following criteria:
 - Those who were born in the country they now live in and those who were born elsewhere;
 - Those whose parents were born in a country other than the one the student was born in and those whose parents were born in the same country as the student;
 - Those whose grandparents were born in a country other than the one the student was born in and those whose grandparents were born in the same country as the student.
- **The religion in which each group member was brought up in:** the teacher can indicate a different part of the room for each of the main religions and another part for those brought up without a religion. Students from religions not represented by the teacher's selection can decide to join one of the main groupings or form a new group. The teacher could take this further by asking the group, what religion, if any, they would choose now.

STEP 3

Students return to their seats to discuss this exercise and the points that struck them the most.

A.2 Exercise: Passing on cultural values

This exercise helps students to analyse their individual cultural identity and that of their group:

- How strong is the influence on them today of the values they grew up with?
- Can they trace current attitudes to this early group learning?
- Did they consciously opt out of certain cultural values?
- How easy or hard was this?
- What would they like to pass on?
- And so on.

The aim is to raise awareness of the importance of geographical origin and family messages and to better understand the values, messages and information received as a member of an ethnic, religious, cultural, social or other group and the impact this has had on them as an individual.

STEP 1

Students are given handout 1 and are asked to take 20 minutes to complete it individually.

STEP 2

They are then asked to first discuss it in small groups.

A general discussion by the whole group follows.

The students can focus on the similarities and differences of the various group values represented here.

The values discussed can be noted down to see if any patterns emerge.

Students' experiences should be the basis of the discussion, avoiding generalisations and value judgements. The aim is to explore the cultural diversity of the group and place value on cultural differences and commonalities.

STEP 3

The teacher makes the link between a person's cultural identity and the impact this can have on them as future journalists. S/he can use handout 2 to illustrate this point.

STEP 4

The teacher closes the exercise with a review of the learning points.

HANDOUT 1

A.2 Exercise: Passing on cultural values

The following questions are designed to help you reflect on the experiences, messages or information you received when growing up. Answer these questions on your own in preparation for discussion in small groups where you can share as much or as little of this information as you want.

1 **Own place of birth:**

2 **Parent's place of birth**

- mother's place of birth
- father's place of birth

3 **Grandparent's place of birth**

- mother's mother, place of birth:
- mother's father, place of birth :
- father's mother, place of birth :
- father's father, place of birth :

4 **What do you associate with the different birthplaces of your family?**

5. **Do you remember the words, images and/or emotions your parents and eventually your grandparents used when they were speaking about the places of their childhood and youth?**

6. **Have you ever seen these places?**

7. **As you were growing up:**

- What were you expected to believe about people belonging to your group?
- How were you expected to treat people belonging to other groups?
- Was there an expectation to dress and behave in a certain way?
- What was your group's attitude towards school, work and career?
- What were you told about other group's attitudes towards school, work and career?
- Which people from your group were considered as role models?
- Which people from other groups?
- What were you expected to achieve?
- What kind of behaviour and attitude did you expect from others towards your group?
- Which group message influenced you the most?
- Which message had the most positive influence on you?
- Which message had the most negative influence on you?

HANDOUT 2

A.2 Exercise: Passing on cultural values

STEPS IN MULTICULTURAL COMMUNICATION

Step 1

- a state of ignoring differences demonstrated by attitudes such as “our way is best”

Step 2

- a state of awareness of differences gained through intercultural contact, communication and observation – “other people have different ways of doing things from us”

Step 3

- a state of tolerance and respect - “they are different from us” - but without attaching any judgement of better or best

Step 4

- a state of accepting, valuing and using differences positively - “let us work together in a mutually beneficial manner”

A.3 Exercise: Identifying difference

This guided fantasy is aimed at getting students to identify an individual experience of being different, raising their awareness of what it feels like to be different and to be excluded. By emphasising individual experiences it makes the concept of exclusion more concrete and highlights that one can be a minority in one group and a majority in another at any given time.

STEP 1

Students are invited to consider individually the first time they felt different in terms of colour, ethnic origin, religion, gender, age, sexual orientation and so on.

- What messages were given?
- What was the feeling?

STEP 2

In small groups of three, students share their experiences.

They will do this by developing their active listening skills. Active listening is an essential communication, and therefore, interviewing skill. It can reveal important information that will confirm or alter the perceived position of the other party. Active listening involves hearing what is being said but also observing body language and monitoring one's own body language.

The most effective questions are "open" questions - who, how, when, where, what, why? Listening can be more important than speaking at this stage. The more the other party speaks, the more information can be gained about their position.

Role A is the speaker

Role B is the active listener

Role C is the observer

Each student will take it in turns to be an 'A', a 'B' and a 'C'.

Speaker 'A' talks for five minutes about the one experience of being different which came to his or her mind when doing the guided fantasy.

Active listener 'B' can interrupt 'A' only with questions for clarification or understanding but not make any comments, interpret or judge what s/he is hearing.

If 'A' does not come to the end of her or his 'story', 'B' can ask closing questions like "How does your story end?", "What is your conclusion?" and so on.

Observer 'C' takes notes of the important turning points of the 'story'. 'C' should observe to see when 'B' interrupted the 'story', what kind of questions s/he asked, for example, if they gave a new dimension to the 'story', if they were judgmental and so on.

A sharing of the three positions of 'A', 'B' and 'C' then takes place.

'A' can give feedback to 'B' as to whether 'B's questions helped her or him to better clarify her 'story', structure it and so on.

'B' can consider:

- Did I understand the 'story' well?
- Did I understand the underlying message?
- Could I keep a listening distance from the 'story' while maintaining empathy?
- Was I influenced by the content of the 'story' or the emotions of the storyteller or by my own emotions/thoughts?
- And so on.

'C' can consider:

- How did 'A' relate to 'B' and vice versa?
- Were 'B's questions helpful to structure 'A's' stories or did they block 'A'?
- What were my impressions of the way 'B' was listening and 'A' was storytelling?
- What information was given through their body language?
- And so on.

After the sharing, students change their roles until each person has been a speaker (storyteller), a listener and an observer.

STEP 3

Each small group then summarises to the large group, what they found out, describing some of the experiences. They also feedback on what it was like to be a speaker, a listener and an observer. How was their story retold? Did they feel they were listened to?

STEP 4

The teacher can summarise the feedback by noting on a flipchart the key words expressed about the participants' experience of being different, about telling their story, about listening to the story and reporting on it. Are there any similarities or recurring themes?

STEP 5 (OPTIONAL – PLAYBACK THEATRE)

The teacher then asks one student to volunteer to act out their individual experience using playback theatre by describing his or her experience.

S/he is the storyteller. S/he will describe his or her story, set the scene and select members of the group to act it out.

The room is set up as a theatre.

The remaining students act as an audience. They observe the experience that is acted out and give feedback.

STEP 6

The storyteller first sets the scene by giving an outline of her or his story.

The teacher can aid her or him asking questions like:

- When does your story happen?
- Who are the people involved in your story?
- Where does it happen?
- What time of day is it?
- And so on.

STEP 7

Before describing in greater detail what took place in her or his story, the storyteller chooses which of the students will play the different characters involved.

The first character to be selected is the one who will play the storyteller.

As each character is chosen, the teacher can ask the storyteller to give more information about the character to be portrayed: the mood they were in, what they looked like at the time and other such questions to better understand the character in question.

Personalities can also be given to feelings or objects that are important to the story. For example, a student could be selected to represent a feeling of being scared or threatened or an object such as an impressive building, a fast driving car and so on.

Once all the students who will play the different characters have been selected, they stay on the stage and listen to the story. The remaining students take on the role of the audience.

STEP 8

The storyteller then tells her or his story.

STEP 9

The teacher plays a role similar to a director helping the students to decide how they will act out the story they have just heard.

First, the teacher clarifies with the storyteller any points s/he feels remain unclear.

S/he can suggest to the storyteller to add more characters to represent a feeling, for example, to better illustrate the story.

STEP 10

The teacher briefs the students who are to act out the story, always checking with the storyteller.

S/he can structure the story into two or three scenes. The first scene could set the story, the next scene give the essence of what happened and the third scene conclude the story.

The teacher's role throughout is one of a director and not an interpreter.

STEP 11

The story is acted out.

STEP 12

When the students finish acting out the story, the teacher checks with the storyteller to see if it reflected her or his experience.

Based on the storyteller's feedback, the story is acted out again until the storyteller feels the outcome mirrors what happened.

STEP 13

The teacher finishes by asking the storyteller how s/he feels. The point of the exercise is to integrate the experience and assist the storyteller to see elements of his or her story from different perspectives.

Two or three experiences can be acted out in this way depending on the time available.

In each case, the teacher explores some of the key issues that arise from the experience acted out. For example:

- What is it like to be different?
- Are there any positive feelings during this experience?
- And what about the negative feelings?
- How did they react when they felt excluded?
- Did this experience influence other decisions in their life?

STEP 14

At the end of acting out each story, the teacher takes the students out of the roles that they have been playing (de-roling).

STEP 15

A general discussion closes this exercise with student feedback on the learning points.

A.4 Exercise: Exploring meanings

The aim of this exercise is to give students an opportunity to explore the meaning behind words such as prejudice, xenophobia, stereotyping, discrimination, racism, tolerance, equality and multiculturalism and move towards a common understanding of these concepts.

STEP 1

The teacher reads out the words in handout 3 that will be explored in this exercise.

Students are invited to take 15 minutes to complete handout 3 individually. This is not a test for the best definition but an exercise to find out what comes to mind when these words are used.

STEP 2

They are then asked to discuss their individual definitions in small groups of three. They examine the similarities and differences of the various concepts and see if they can agree on common definitions for each of the words. This should be noted down on a flipchart for feedback to the whole group along with a summary of the discussion.

If agreement on a common definition is impossible, then all the definitions for that word should be noted down for feedback.

STEP 3

Returning to the large group, each small group gives its definitions of the different words and a summary of the discussions that took place.

STEP 4

Students are asked to choose a partner to carry out the next part of the exercise.

In their pair, they select one of the words to illustrate. They can do this in the form of an interview, play or news story. It can be written or acted out. To illustrate their stories, they can use coloured pens and papers. They can base their scenarios on issues that have been recently in the news.

They should take at least 15 minutes to prepare this part of the exercise.

STEP 5

Each pair presents their story line to the whole group without identifying the word they want to illustrate.

The other students' feedback on what they thought it illustrated for them.

STEP 6

Once the presentations have finished, in the large group, the teacher gives some of the formal definitions of the different words and opens a discussion of the concepts behind these words and the links between them. Handout 4 gives some of the dictionary definitions.

STEP 7

The teacher closes this session by setting students an assignment. They are to write a personal magazine column on the theme “Looking behind the words – from prejudice to multiculturalism”. This opinion piece should be around 500 words and will form part of the assessment of the student. The finished text should be given to the teacher before the next session.

HANDOUT 3

A.4 Exercise: Exploring meanings

Please note down the first definition that comes to mind when you hear the words below:

- **Prejudice**
- **Xenophobia**
- **Stereotyping**
- **Discrimination**
- **Racism**
- **Tolerance**
- **Equality**
- **Integration**
- **Multiculturalism**

HANDOUT 4

A.4 Exercise: Exploring meanings

Some of the dictionary definitions:

- **Prejudice** – Literally means to prejudge, to form an opinion beforehand based on preconceived ideas about others, especially unfavourable ones, and on inadequate facts. No law can prevent prejudiced attitudes but it can prohibit such attitudes as well as discriminatory practices and behaviours flowing from prejudice.
- **Xenophobia** – Hatred or fear of foreigners or strangers or of their politics or culture.
- **Stereotyping** – Means a “set image”. The word comes from the process of making metal plates for printing. When applied to people, it refers to forming an instant or fixed picture of a group of people, usually based on false or incomplete information. Stereotypes are more often than not negative.
- **Discrimination** – The denial of equality based on personal characteristics, such as race and colour. Discrimination is usually based on prejudice and stereotypes.
- **Racism** – The mistreatment of a group of people on the basis of race, religion, national origin, place of origin or ancestry. The belief that races have distinctive cultural characteristics determined by hereditary factors and that this endows some races with an intrinsic superiority over others. Abusive or aggressive behaviour towards members of another race on the basis of such a belief. The term racism may also denote a blind, unreasoning hatred, envy or prejudice. Some expressions of racism are obvious such as graffiti, intimidation or physical violence.
- **Tolerance** – Ability to tolerate (to put up with) the beliefs, actions, opinions of others.
- **Equality** – The state of being equal (having identical privileges, rights, status).
- **Integration** – Combine (parts) into a whole; bring or come into equal membership of society regardless of race or religion.
- **Multiculturalism** – The state of being multicultural (consisting of, relating to or designed for the culture of different races). The policy of maintaining a diversity of ethnic cultures within a community. The state of accepting, valuing and using difference positively.

A.5 Exercise: The world of fiction - The outsider

This exercise aims to give another perspective on the issue of diversity and deepen students' understanding of the complexities of being an outsider and the mechanisms of exclusion.

The "book circles" should have been set up at the start of the module.

STEP 1

Each "book circle" takes it in turn to present their books to the whole group.

The students can decide to do their presentations in an interview format, where one of the students is the facilitator and the others are a panel of guest speakers invited to discuss the relevant books.

They have 20 minutes for their presentation.

STEP 2

A discussion follows with the whole group on the books.

A.6 Exercise: Developing a multicultural vision

This exercise provides students with an opportunity to show what multicultural understanding and communication represents for them.

STEP 1

Again, students work in pairs. The teacher should encourage them to work with a different person each time if possible.

Each pair is given a large sheet of paper, coloured pens, magazines, photographs, scissors and glue.

With these materials they are asked to produce a collage illustrating what the term “multicultural” means for them.

They should take some 60 minutes to complete this.

STEP 2

All the collages are placed in a circle on the floor or on the walls to form an exhibition. Students are given 10 minutes to go round and observe the different collages.

STEP 3

Each pair is invited to formally present their collage explaining what they were trying to portray.

STEP 4

The other students respond by describing how they perceive the collage under discussion.

STEP 5

The teacher closes the discussion by summarising the key points made during the presentations.

STEP 6

The teacher sets a student assignment in preparation of the next session. Students are asked to work in pairs (in different pairs than before if possible).

The theme of their project is “Developing a multicultural vision – the role of the media”.

Their task is to write a feature article or design a three-minute television or radio story on this theme. They can look at the media in general and/or the role that journalists can play.

The article should be based on the facts they have uncovered and real life interviews they have carried out. They will be expected to do further research if they feel necessary.

If it is for the written media, they should accompany the article with photographs and any other illustrations they feel necessary.

Their article should be a maximum of 1000 words. If it is a television or radio story, they will have to write a complete scenario for a three-minute spot.

The written press will present their article and photos in the next session. The television and radio teams will be asked to perform their scenario at the next session. In both cases, each pair will have 5 minutes to present their story.

STEP 7

Close of the session and review of the learning points.

A.7 Exercise: Exploring a multicultural vision

The aim of this session is to bring the various learning points together and encourage the students to look towards the future and the role they can play in promoting equality in the media.

STEP 1

Students are asked to present in their pairs the stories they have prepared to illustrate what they understand by “developing a multicultural vision – the role of the media”.

Each pair has 5 minutes to present their story before the teacher opens up the debate.

STEP 2

A general discussion follows on the different presentations.

A.8 Exercise: Improving media coverage

This exercise involves a role-play. It focuses on improving media coverage by embracing diversity.

The role-play will be done in the form of a television talk show.

STEP 1

The teacher sets the scene. The theme of the talk show is the benefits and risks of better reflecting social and cultural diversity through the media.

STEP 2

The class will prepare for this role-play in two small groups.

They have 30 minutes to prepare the role-play. They will present it to the rest of the group who will act as an audience.

The room should be set up as a theatre

Students do not rehearse what each one will say. What they need to establish at this stage is:

- Who will be the talk show presenter and interviewer;
- The personal profile of the other students who will act as invited guests to the show, that is, their gender, their cultural background, ethnic origin and so on;
- And the stand they will take at the start of the show.

It is during the role-play that the discussion should unfold.

The teacher takes on the role of the programme producer, facilitating the show. S/he can take care that the discussion does not get out of hand.

STEP 3

Each group of students is invited to role-play their show.

Each group has 10 minutes for their presentation.

STEP 4

When they finish, the students who have observed the role-play as the audience give their feedback, ask questions and clarify points.

The aim is to maximise the discussion and accelerate a process of change.

STEP 5

Once all the presentations have finished, the room is rearranged for a full group discussion to identify the learning points.

- Did anything surprise them when they were preparing the exercise?
- Could they easily see their role in the scenario?
- What other roles could they have given to themselves?
- How easy was it to defend their points of view?
- How did it feel to be the presenter?
- Which points struck them the most?
- Which arguments did they find the most convincing?
- And so on.

STEP 6

The teacher closes the discussion by summarising the main points made by the students concerning the role of the media in better reflecting social and cultural diversity and what they could do as students of journalism, and later as practising journalists, to promote this.

PART B – Making the News

In this second part of the module, teachers will provide documentary material, examples and information. Diversity-online is a useful resource. You can contact them at diversity-online@gn.apc.org or visit their website www.diversity-online.org.

Media codes of conduct, charters or guidelines, necessary for the next exercise, can also be found via the Internet.

Depending on the time allocated, the approach can be extended to encourage the students to find out much of the information before class using questionnaires, websites and print materials.

B.1 Exercise: Sources, media codes and ethics

The aim of this exercise is to enable students to confront the ubiquity of material that demeans, stereotypes and discriminates on grounds of ethnicity, religion, gender, age, sexual orientation and disability.

The role of the teacher is that of a facilitator encouraging discussion. Care needs to be taken in ensuring that all students feel at ease in discussing and analysing the material.

The teacher provides clippings of stories from newspapers and magazines, and recordings of radio and television programmes concerning ethnic minorities. In addition, clippings collected by students from their work monitoring the press since the start of this module are to be used for this exercise.

To avoid students simply assuming that all the material is discriminatory, some positive or neutral material should be included, so that students really have to analyse where there is discrimination and what is the nature of that discrimination.

In the case of paper based material, multiple copies of the material will be needed to ensure each group of students has a set.

All the groups can view radio or television clips at the same time.

Each group will be given an assessment sheet (handout 5) to list responses to each item discussed.

In addition, a copy for each student is prepared of the different media codes of conduct, broadcasting codes, editorial charters or trade union codes and guidelines from a selected number of EU countries for comparison.

STEP 1

A copy of the selected media codes of conduct, charters and guidelines is given to each student.

They are asked to take a few minutes to look at this material individually.

STEP 2

The teacher opens up a discussion on the social and ethical obligations of the media by looking at these codes of conduct, charters and guidelines.

- How relevant are these codes, charters or guidelines?
- Is there anything in them that surprises the students?
- What are the similarities and differences between them?
- What do these codes, charters and guidelines say about the coverage of ethnic minorities?
- What about other groups?
- What more could they cover?
- What, if any, sanctions exist if these codes, charters and guidelines are not followed?
- Should there be sanctions?

STEP 3

Students are divided into groups to discuss the press clippings prepared by the teacher.

Each group is given a set of the clippings prepared and a copy of the assessment sheet (handout 5).

Each group will:

- Decide whether and how the material discriminates;
- Examine how well the existing codes of conduct, charters and guidelines for journalists and broadcasters deal with these examples;
- Where necessary, attempt to construct their own revisions to the codes, charters and guidelines to cover these examples.

Each group will enter their responses to each item on the assessment sheet.

Each group will identify a spokesperson that will present their ideas for reform of the codes, charters and guidelines to the large group.

STEP 4

Each spokesperson presents their group's proposed reforms.

The reforms are noted down.

STEP 5

A discussion follows and a composite reformed code is produced.

HANDOUT 5

B.1 Exercise: Sources, media codes and ethics

Assessment Sheet

| Item | Discriminatory? | | Please explain why? |
|------|-----------------|----|---------------------|
| | Yes | No | |
| | | | |

B.2 Exercise: The ethnic minority media

The teacher adopts the role of facilitator and guide:

- Compiling and presenting a list of ethnic minority media sources and a wide range of ethnic minority newspapers and newsletters or websites;
- Recommending sources of information;
- Trying to ensure that sources have been contacted prior to the exercise to ensure they are willing to co-operate;
- Solving disputes where more than one student wants to chose the same source, or when sources prove difficult to contact;
- Acting as the line manager/ representative of the editorial team who the students will consult while doing the assignment;
- Assessing (possibly with others) the completed material both from the point of technical merit and complying with the objectives of the tasks set.

STEP 1

Students are presented with a list of ethnic minority media sources and a wide range of ethnic minority newspapers and newsletters or websites.

STEP 2

Each student selects newspapers/ newsletters produced by one (or more) of the ethnic minority groups in the country. Students from ethnic minority backgrounds should not choose material from their own ethnic background.

Each student is to use different source publication(s). In case of broadcasting, students may use material from ethnic minority cable channels or radio programmes.

STEP 3

Students find the following from the selected newspapers/newsletters or broadcasts:

- Contacts from the publication/broadcast (names/addresses/telephones/email);
- Details of the origins of the source publication(s) / broadcast organisation;
- At least four stories, which can be followed up and turned into print or broadcast news stories.

STEP 4

Students prepare a brief/treatment for the editorial team/line manager of a nominated national newspaper/ countrywide broadcast programme giving:

- The topic of each proposed story;
- The contacts used;
- An outline of research and reporting procedures;
- An outline of the stories and intros.

STEP 5

Students write up one of the stories to 500 words, to a finished standard, for their nominated newspaper or make a broadcast news item of 1.5 minutes for their nominated countrywide broadcast programme.

B.3 Exercise: The interview

The teacher adopts the role of facilitator and guide:

- Advising on sources;
- Ensuring students select a group that is different from their own;
- Helping students who need support as to where to find sources of information;
- Trying to ensure that sources have been contacted prior to the project to ensure they are willing to co-operate;
- Solving disputes where more than one student wants to chose the same source, or when sources prove difficult to contact;
- Acting as the line manager/ representative of the editorial team who the students will consult while doing the assignment;
- Assessing (possibly with others) the completed material both from the point of technical merit and complying with the objectives of the tasks set.

STEP 1

Each student has to individually arrange to meet an officer from an ethnic minority campaigning group or other minority group organisation. Students should not select an organisation from the same minority group as themselves.

STEP 2

Each student interviews one or more members of the organisation they have contacted discussing their hopes, experiences, situations and so on.

STEP 3

Each student has to find two stories from the interviews they have carried out.

They then prepare a brief/treatment to submit to a line manager or a member of an editorial team of a popular national newspaper or magazine or a general interest countrywide broadcast programme, giving:

- The topics of their stories;
- The contacts used;
- An outline of research and reporting procedures;
- An outline of the stories.

STEP 4

Students write up, to a finished standard, one of the stories as a news item of 500 words for their nominated newspaper or magazine or make a 1.5 minutes news item for a nominated countrywide broadcast programme.

B.4 Exercise: A Profile

The teacher adopts the role of facilitator and guide:

- Advising on sources;
- Ensuring students select a group that is different from their own;
- Helping students who need support as to where to find sources of information;
- Trying to ensure that sources have been contacted prior to the project to ensure they are willing to co-operate;
- Solving disputes where more than one student wants to chose the same source, or when sources prove difficult to contact;
- Acting as the line manager/ representative of the editorial team who the students will consult while doing the assignment;
- Assessing (possibly with others) the completed material both from the point of technical merit and complying with the objectives of the tasks set.

STEP 1

In the town or area in which students study or live, students are asked to select a minority group other than their own and find one or more members from this group who also belongs to an occupational group such as a lawyer, teacher, police, doctor, trade union official, priest, business person, journalist, chef, local government worker, member of the retail trade and so on.

STEP 2

Students contact the one or more people they have selected for a preliminary discussion to see whether they would be willing to be interviewed.

They then decide whom they will interview for a profile and secure her or his agreement for the interview.

STEP 3

Each student interviews the person they have selected.

The interview should cover:

- What the interviewee feels s/he has achieved;
- What obstacles did s/he have to overcome;
- What had been her or his hopes and ambitions;
- Did s/he achieve what s/he wanted to achieve and, if not, why not.

STEP 4

Each student prepares a brief/treatment of a profile to submit to a line manager or a member of an editorial team of a named publication or general news/current affairs programme, giving:

- The contact used including name/address/telephone/email;
- Outline of research and reporting procedures;
- A brief /treatment of the profile

STEP 5

Each student writes up/ produces the profile, to a finished standard, of 1000 words for a national newspaper or 3 minutes broadcast item for a general news/current affairs programme.

STEP 6

Each student finds a follow-up from the interview material to write up as news item of 800 words for a named publication.

Each student submits to a line manager or a member of an editorial team a follow-up from the interview material to write/produce as a news item. They give:

- Contacts used including name/address/telephone/email;
- Outline of research and reporting procedures;
- Outline of the news story.

STEP 7

Each student writes/produces the story/news item (maximum 800 words or 2 minutes) to a finished standard.

A review of the learning points

To close this module, and bring out the key learning points, students are asked to form groups of three.

Each student takes his or her turn to be «A». The process works as follows:

- «A» talks for 5 minutes and outlines what s/he feels s/he has learned from the module and how it has affected her or him as a student journalist and the impact s/he feels it can have on herself/himself as a future journalist.
- «B» and «C» listen and question only to clarify.
- «B» and «C», at the end of the 5 minutes, take 2 minutes to write down any ideas or tips that come to mind.
- «B» and «C» give «A» the ideas or tips without justification or explanation.

«A» writes them down without comment to avoid as far as possible any judgement or rejection of the idea before there has been a proper time for reflection.

Feedback to the whole group of this exercise is suggested only as a way of evaluating the process and closing the module.