

# Managing Diversity

**Media Type:** Video  
**Duration:** 28 minutes

**Goal:** To define diversity, illustrate challenges of managing diversity and provide skills to effectively communicate with a diverse population.

**Description:** Skills to effectively communicate with a diverse population are becoming increasingly important in today's society. This presentation provides the definition of diversity, identifies the role of culture and presents the benefits and challenges of managing diversity. Experts from various organizations provide advice on effectively communicating with racial, ethnic, gender, age and ability diverse populations.

## Objectives:

1. To define diversity.
2. To analyze the role of culture.
3. To investigate the benefits and challenges of managing diversity.
4. To learn the skills of effectively communicating with racial, ethnic, gender, age and ability diverse populations.

## Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Math	<i>Logical Skills</i>	reasoning; patterns; problem solving
Language Arts	<i>Application of Writing Skills</i>	informative writing; organizing logical arguments; brainstorming; enhancing grammatical mechanics; vocabulary enhancement
	<i>Analysis of Text, Literature, and Information</i>	developing listening and comprehension skills, creating visual representations
	<i>Technology Applications in Literature</i>	utilizing document and presentation processing software
Social Studies	<i>Impacts of History, Government, and Economics</i>	describe cause/effect relationships
Science	<i>Scientific Thinking and Investigating</i>	critical thinking; real-world investigations and applications; evaluating conclusions

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## Lesson Plan

Hand out or have students access the *Action Plan*. The *Action Plan* provides a list of tasks for students to perform to complete the lesson.

**Class 1:** Begin class by distributing the *Managing Diversity Vocabulary Handout* and the *Worksheet* for students to use as reference materials. Show the *Defining Diversity* and *Understanding Culture* segments. Students should complete the corresponding *Assessments*. Students should begin the *Learning About Your Culture Project*.



8 min.

**Class 2:** Remind students to continue using the *Vocabulary Handout* as reference materials. Show the *Race & Ethnic Diversity*, *Age Diversity* and *Ability & Diversity* segments. Students should complete the corresponding *Assessments*. Students should continue working on their *Projects*.



15 min.

**Class 3:** Remind students to use the *Vocabulary Handout* and the *Worksheet* as references. Show the *Diversity in the Workplace* segment. Students should complete the corresponding *Assessment*. Have students complete the *First Impressions Activity* and discuss their answers as a class.



5 min.

**Class 4:** Have students complete the *Final Assessment*. Allow time for students to present the *Learning About Your Culture Project*.



## Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50507 Stephanie Pepper, Family Services Director, Marco Island YMCA
- iCEV50519, Kandice Kelly, National Director/ Founder, Girls Self-Esteem Program
- iCEV50349 Holly Burkhalter, Vice President of Government Relations, International Justice Mission



## Career & Technical Student Organizations

### BPA

- Entrepreneurship
- Small Business Management Team

### FBLA

- Business Plan
- Entrepreneurship
- Future Business Leader

### DECA

- Entrepreneurship Written
- Entrepreneurship Participating



## Lesson Links

### Entrepreneurship.org

- <http://www.entrepreneurship.org>

### Entrepreneur

- <http://www.entrepreneur.com>

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## Lab Activities

### First Impressions

#### Directions:

Students will provide an example of a time when they misjudged an item such as a book, movie, etc. Additionally, students should identify when they realized they made an error in judgement and why it is not a good idea to judge anything based only on a first impression or stereotype.



## Projects

### Learning About Your Culture

#### Directions:

Ask students to further research Geert Hofstede's Cultural Onion theory. Each student will list an example of a symbol, hero, ritual and value of his or her own culture. Ask students to prepare a Microsoft® PowerPoint® presentation to examine their culture.