

LESSON PLAN

Challenging stereotypes Wales and Zanzibar

Subject: Personal and Social Education, Civics

Level: Key Stage 4 Level 3

Developed by: Sazani Associates

OVERVIEW:

The lessons were developed to support Civics in Zanzibar and Personal and social education for 7 -19 year olds in Wales (Active Citizenship)



Lesson 1: How do you see things? – overview

Global issues and outlook

- Identity and culture
- Choices and decisions
- Stereotyping and bias

Key question:

- How do you see things?

Skills:

- Thinking
- Communication
- Working with others
- Improving own learning

Resources:

- Photographs of Zanzibar from the photo pack

Learning objectives:

For students to realize that scenes and events can be interpreted differently depending on the point of view of the person viewing them

Learning outcomes:

- Understanding the importance of access to unbiased information, including the Internet, and be prepared to challenge views propagated by the media
- Be able to analyse information and ideas in order to assess bias, reliability and validity

Lesson 1: How do you see things? - plan

Introduction:

Introduce students to the idea that we all have different ways of looking at things and people and to help them understand why and how our opinions can be created and manipulated. Zanzibar is used as an example of a developing country

Activities

Looking at stereotypes.

This activity is to enable students to realise that scenes can be interpreted differently depending upon the point of view of the person viewing them and the message being portrayed

Forming your opinions

Resources: Selection of photographs of Zanzibar

Activity 1: You are a travel agent and you want to portray an image of Zanzibar that will sell your holidays. Select one or two suitable photographs and write a paragraph describing the images.

Activity 2: You work for an aid agency and want to raise funds for schools in Zanzibar. Select one or two suitable photographs and write a paragraph describing the images.

Plenary:

Students should understand that stereotypes are misleading and do not present a true picture of a person or place

Evaluation:

What is the true picture of Zanzibar?

Lesson 2: Bias in the media- overview

Global issues and outlook

- Identity and culture
- Choices and decision

Key question:

- How can we identify bias in the media?

Skills:

- Thinking
- Communication
- Improving own learning
- Working with others

Resources:

- Resource 1: Power Point presentation: Bias in the media - viewed before the lesson.
- Resource sheet 2: How does the media influence my opinions
- Resource sheet 3: Does the media affect us?
- Resource 4: News judgements
- Resource sheet 5: Optional activity- critical literacy

Learning objectives:

- To enable students to identify bias in the media and also to recognize that they may be influenced by the media.

Learning outcomes:

- Take different perspectives into account when making informed decisions and choices effectively
- The importance of access to unbiased information, including the internet, and be prepared to challenge views propagated by the media

Lesson 2: Bias in the media- plan

Introduction:

Introduce students to the idea of bias in media reporting.
Remind the students about the terms bias and stereotyping

Activities

- If possible use the powerpoint presentation as the stimulus for the lessons activities.
- Resource sheet 2: How does the media influence my opinions?
- Resource sheet 3: Does the media affect us?
- Resource sheet 4: News judgements
- Resource sheet 5: optional activity critical literacy

Plenary/ Evaluation:

Can you recognise when you are being influenced by the media?
Does it matter if the media influences you?

RESOURCES

Challenging stereotypes Wales and Zanzibar

Subject: Personal and Social Education, Civics

Level: Key stage 4

Developed by: Sazani Associates

OVERVIEW: All the resources linked to each lesson plan

Zanzibar information:

<http://www.sazaniassociates.org.uk>

For more detailed lesson plans on Democracy and the Media go to the Sazani website Education Exchange, ERLAFS, where you will find Fact Files and further lesson plans .

Resource 1 : Teacher's notes on powerpoint Bias in the media

As young people we need to be able to recognise how media messages influence and manipulate us. As media saturates our lives it is vital that young people learn to decode messages and images and to ask critical questions about who is creating them and for what purpose.

Slide 1: Title slide-Bias in the media

Slide 2: Where do we get our information from? Discussion around magazines, newspapers read, use of Internet, Television.

Slide 3: Worksheet 4 How the media influences my opinions.

Students to list the media they listen to read or watch most frequently.

Students can compare their sheet with other students. Would their choices be the same as the teachers or their parents? If not why not?

Slide 4: Does the media affect us?

Worksheet 5 Does the media affect us?

Which type of media would affect choices you make?

Clothes/food/music/holidays/who to vote for.

Which type of media might form your opinions on:

War/lowering voting age/climate change/natural disasters/abortion

Slide 5: How to detect bias in the news.

Go through the different types of bias on the slide.

Divide the class into two halves and then into smaller groups one half to be given "Zanzibar the place to be"

The other half to be given "Pemba, still caught in abject poverty" (From the Zanzibar Media Fact File)

Each group to read through the information and answer the following questions:

What is Zanzibar or Pemba like?

Why do you think this is?

What words/language is used to give this impression?

Is this a true picture of Zanzibar or Pemba?

Why was the article written?

Feed back from the groups either one question at a time.

Resource 3: Teacher's notes on powerpoint continued

Ensure that all groups give some feedback.

Slide 6: News Judgements:

Worksheet 6 News Judgements

Read through the list of key factors shown on the slide and explain each briefly.

Impact: people are more interested in news that affects many people rather than a few.

Conflict: people are more interested in news if fighting or aggression is involved

Prominence: people like to hear about important people like film stars or the Royal family rather than Joe Bloggs

Proximity: Most local news is more interesting than foreign news unless it is a major disaster

Freshness: Things that are happening today are more interesting than yesterday's news

Novelty: people like humorous stories.

Slide 7: The influence of bias

How are you influenced by articles in the media? Are these influences positive or negative or doesn't it matter?

Read through each statement and decide if it is a positive or negative influence,

Slide 8: Evaluation

Can you now recognise when you are being influenced by the media?

Does it matter if you are influenced by the media?

Resource 2 : How does the media influence my opinions?

How does the media influence my opinions?

Draw two large circles like the ones shown below.

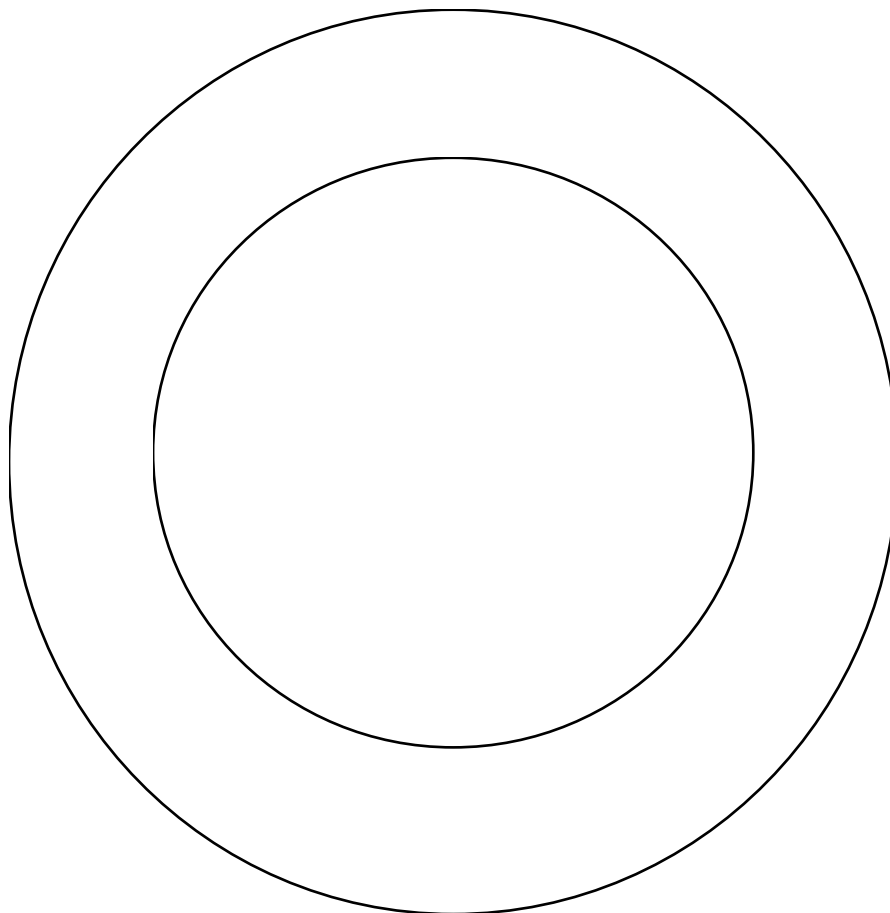
List the media that you listen to, read or watch most in the inner circle.

List the media that you listen to read or watch least in the outer circle.

Colour in the media you feel has the most influence on you

Compare your list with another person in your class are your lists similar?

Would you expect your lists to be similar to those of an older person? If not why not?



Resource 3 : Does the media affect us?

Which type of media would affect the following choices you make?

The clothes you wear
The food you eat
The music you listen to
Where you go on holiday
How you vote

	TV Holiday programme
	You Tube
	The Independent newspaper
	Teenage magazine
	TV advertising

Which type of media might form your opinions on the following:

British troops in Afghanistan
Lowering the voting age to 16
Climate change
Natural disasters
Sex before marriage

	Teenage magazine
	TV news headlines
	TV documentary
	Front page headlines
	You Tube

Resource 4 : News judgements

Impact: which of the following would have the most impact for you?

A: Zanzibar ferry capsizes hundreds feared dead.

B: North sea fishing boat sunk without trace 10 men missing feared dead.

Reason:.....

.....

Conflict: Which of the following has the most conflict?

A: A peaceful demonstration for animal rights.

B: A fight breaks out between an animal rights protestor and a supporter of drug testing on animals.

Reason:.....

.....

Prominence: Which of these would get more public interest?

A: Zanzibar's leading parties form a coalition government.

B: Leading members of the Royal family get divorced.

Reason:.....

.....

Proximity: Which of these would be of more interest to people in Zanzibar?

A: Riots break out in Colwyn Bay over closure of local cinema

B: Riots break out in Stone Town, Zanzibar over water shortages.

Reason:.....

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Resource 4 : News judgements continued..

Freshness: Which of these would go out on the 6.00 o'clock news?

A: Tsunami hits the Zanzibar coast, homes, crops and animals destroyed.

B: Prime Minister resigns!

Reason:.....

.....

Novelty: Which of these would be the most humorous and therefore more appealing to readers?

A: Mary Jones at 96 has fulfilled a lifetime dream to go skydiving.

B: Tom Smith goes scuba diving in Zanzibar

Reason:.....

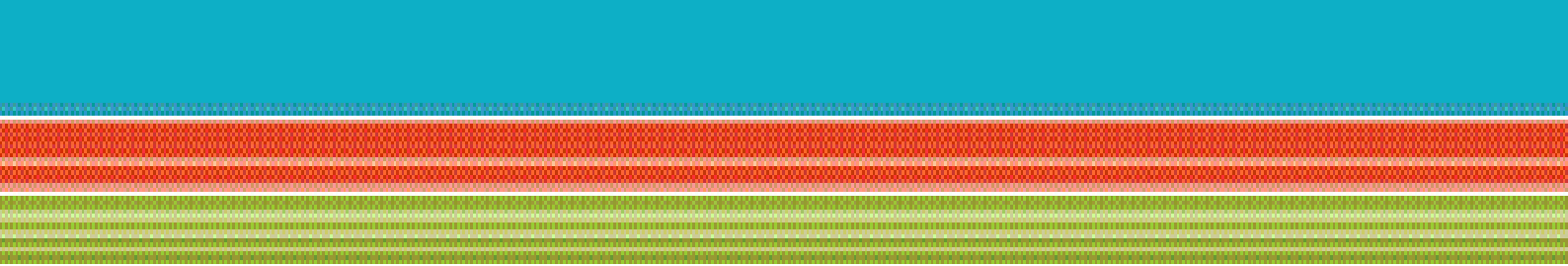
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Resource 5: Optional activity: How to detect bias in the news

Collect the same story from different sources about a current topic. This could include stories about political issues, famous people, world disasters, a sporting event etc. Different sources could include newspapers, magazines, radio, television, the Internet etc.

Use the following as a guideline to understanding why an article is biased, bias can be positive and negative.

- Bias through selection and omission - compare different sources to see what has been left out
- Bias through where the article is placed- is it on the front page or buried in the back?
- Bias by headline- many people only read the headline
- Bias by photograph, caption and camera angle - is the photograph flattering, is it highlighting a particular person e.g. during an election
- Bias through names and titles- are terms such as ex-con used, terrorist or freedom fighter used?
- Bias through statistics and crowd counts - a hundred injured or only minor injuries suffered by a few
- Bias by source control where did the item come from? - a reporter, eye witness, police, housewife, they will all have different views about the same event



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