

Key stage 2

Lesson 7: Representation Matters

Key Questions	Learning Outcomes
<p>What does representation mean?</p> <p>Are people represented fairly in the media?</p> <p>Key Words</p> <ul style="list-style-type: none"> • Representation • Diversity • Analysis • Portray 	<p>By the end of the lesson we want pupils to:</p> <ul style="list-style-type: none"> • Before the sessions establish the ground rules for the session. • To understand the importance of positive representation and visibility in the media. • To develop skills to critically evaluate media.
Activities and Content - TN: Teacher notes in blue	Resources
<p>1. How often do you see main characters that look like you in TV programmes and films? How does this make you feel? Why?</p> <p>2. How would it feel if you never or rarely saw main characters that look like you in TV programmes or films?</p> <p>3. How would you feel if the characters that look like you in TV programmes and films were always the 'baddies' or given negative characteristics?</p> <p>Vocabulary</p> <p>Representation- How media texts (e.g. books, films, TV, newspaper articles) present ideas about groups of people (e.g. gender, age, ethnicity and sexual orientation) to an audience</p> <p>It also refers to how often different groups people are shown in media.</p> <p>E.g. "There is poor representation of women in action films".</p> <p>Diverse – (adjective) made up of lots of different things (varied) "The children were from diverse backgrounds"</p> <p>Diversity – (noun) the amount of different things (variety) "There was not much diversity on TV"</p> <p>Complete a Diversity Analysis of a book, TV show or film that the whole class knows (for example, a book that you have been studying in literacy). Go through the 'Diversity Analysis' activity with the whole class, demonstrating how to discuss each question and modelling the thought process behind it.</p> <p>Activity</p> <p>In pairs, children choose a book, TV show or film of their own. Once completed, discuss the findings with the table/ small group. Children place their sheet randomly in the classroom. Children walk around the room looking at the work of other students. Bring group back together and discuss the findings – are the characters and stories that they chose representative of society?</p> <p>Teacher shares statistics and information- 'Why is representation important?'</p> <p>Discussion</p> <p>Do you think there some groups of people that are presented more negatively than others in TV/film? Why is this unfair?</p> <p>What impact might this have on the people being represented negatively?</p> <p>Activity (paired discussion)</p> <p>If we were only ever to see the word 'Muslim' being used alongside the words 'terror' or 'terrorism' in newspaper articles, and if Muslim actors were only offered film roles relating to terrorism, what could happen?</p> <p>What harm could this cause to the Muslim community?</p> <p>What harm could this cause to those who are not part of the Muslim community?</p>	<ul style="list-style-type: none"> • Video - Christmas adverts from Sainsbury's (YouTube) • Print - Diversity Analysis Sheet

Follow-up question: Why do we need strong and positive representation of Muslim people, and other under-represented groups?

Activity

A few years ago, there were a series of Sainsbury's adverts that featured a range of British families.

TN: Two featured white families and one featured a black family

They are easy to find by searching on YouTube for "Sainsbury's adverts 2020"

Watch 3 versions of the Sainsbury's Christmas adverts.

Discussion

TN: Teachers to watch the clips before showing them to the children. Discuss the families with children-similarities and differences.

Were these adverts representative of the people in our country?

Did they represent the people in your school community?

Do you feel that they represented you and your family in some way?

Does this feel important?

Teacher: What if I told you some people have complained about adverts on our screens featuring people of colour?

Why do you think they complained?

Some members of the public took to social media to complain about the adverts featuring Black families. Some stated that they as white people did not feel represented in them. One person wrote "Where are the British people?"

Do you agree with this? How does this make you feel?

Follow-up: How could you respond as an anti-racist?

TN: Allow the children time to process what they have watched and to reflect on the two adverts. It is important to make clear that only a small number of complaints have been made about people of colour being in adverts. It is important to balance talking openly about the prejudice that exists and ensuring that children do not feel constantly attacked by this racism; children should feel inspired to take action and be aware of the dangers of racism without living in fear.

Why is it important to see yourself positively in the media and in real life?

TN: Discuss how the media portrays them, the word 'portray' may need exploring to make sure that the children have a clear understanding of the word.

Reflection/Thinking time

What have you learnt today? What is meant by the term 'representation'?

Why is it important to see yourself positively in the media and in real life?

Links to other lessons

A school's history curriculum should reflect the diversity of the school community, the country and the world to explore these ideas in more depth and provide essential context for these discussions