

RACE IN THE MEDIA



Race in the Media is a lesson for junior students that asks them to critically examine how bias is perpetuated in the media. This excerpt is part of a set of broader lessons that serve as an extension of the White Privilege booklet (available through ShopETFO.) These lesson plans are available free online to members. To access the rest, email your name, ETFO number and a non-school board Outlook email account to: wpriv@etfo.org. Your email account will serve as your username for the download site in our ETFO secure website. If you do not have an Outlook account, you can sign up for one at signup.live.com.

BACKGROUND

This lesson challenges members of the school community to frame teaching and learning as acts for equity, well-being and achievement.

This lesson requires students, educators and other members of the school community to co-create safe and brave spaces where:

- Discussions are centred on privilege and oppression.
- Shifts in attitudes and beliefs for equity and well-being are nurtured.
- Critical inquiries around identity, allyship and power are fostered.

Prior to this lesson, review the Glossary section as well as ETFO's *Re-Think, Re-Connect, Re-Imagine: Thinking about ourselves, our schools, our communities. Reflecting on White privilege* resource. Members of the school community are urged to reflect on their own wonderings and engage in inquiries for equitable and inclusive communities.

LEARNING GOALS

At the end of this lesson, students will be able to:

- Identify bias found in the news.
- Critically investigate language used in the news to describe different racial groups.
- Explore the importance of allyship in equity work.
- Set goals for their own equity work.

INQUIRY GOALS

I wonder...

- How my students are understanding different racial (and other identity) groups and their portrayal in the news.
- How my students understand the way language is used to communicate particular images of different racial (and other identity) groups on the news.

- How my students understand the experiences and identities of all races and identities and how they can be honoured in various news outlets.

CALL FOR ACTION

Students will create a one-minute news clip for the school community that:

- Highlights the diverse experiences of First Nations, Métis and Inuit, and racialized Peoples across Canada.
- Honours the diverse identities found across the country.
- Inspires others to act as allies.

CURRICULUM EXPECTATIONS

Grade 4/5/6 Language: Writing, Reading, Oral Communication, Media, Visual Arts, Social Studies, Mathematics: Data Management and Probability Materials

SUGGESTED PRIOR KNOWLEDGE

- This lesson focuses on First Nations, Métis and Inuit Peoples' content. Prior discussions and learnings about historical/contemporary contributions and issues/contexts would be ideal (e.g., key First Nations, Métis and Inuit figures in Canada, residential schools, pre/post-contact events, etc.).
- Equity-related and identities language such as *racialized, privilege, marginalized, equity, equality* are familiar terms for students that can deepen this learning experience.
- Previous experiences on unpacking bias in media would be an asset. Lessons in media literacy would be helpful.

LESSON STRUCTURE

TASK COMPONENT	INSTRUCTION	ASSESSMENT FOCUS
<p>Before (Activation/ Review) 10-15 minutes</p>	<p>Project Image 1(Appendix B) at the front of the classroom for approximately 10 seconds. Ask students to silently and independently write down what they see. Encourage students to record as many details as possible within the allotted time.</p> <p>Direct students: Students who looked at the image and saw a duck first, come to the front of the room. Those of you who saw a rabbit go to the back.</p> <p>Students are given the time to discuss and share their thinking around the following questions put forward by the educator:</p> <ul style="list-style-type: none"> • <i>Which group is right?</i> • <i>Why do we see different animals when looking at the same image?</i> <p>Student volunteers present their thoughts to whole class.</p> <p>Discuss with students the value of seeking multiple perspectives: <i>Our identities and experiences inform the ways that we interpret and understand the world around us. This means that we tend to omit and stress certain details, even when looking at the same image, person or event. It is important that we listen to and recognize the multiple interpretations that others hold.</i></p>	<p>Students:</p> <ul style="list-style-type: none"> • Make connections to prior experiences with the topic. • Share their ideas around the guiding questions. • Listen to classmates and share their thoughts. <p>Questions to Consider for Assessment:</p> <ul style="list-style-type: none"> • How are students expressing their ability to honour different perspectives? • How do they demonstrate understanding of where our perspectives come from (prior experiences, values, social identities and backgrounds)?
<p>During (Working on it) 30-40 minutes</p>	<p>Explore with students the ways that identity, beliefs, experiences and media source shape what we see and read on the news: <i>Similar to our image activity, journalists omit, interpret and stress particular details based on their experiences, identities and the type of media outlet they work for.</i></p> <p>Students work in small groups to explore the ways that poverty in Canada is covered in the news. Invite students to investigate the ways that poverty in First Nations, Métis and Inuit communities is reported in Canadian news outlets (televised news, social media, newspapers). Challenge students to also investigate the ways that poverty in White and racialized communities is taken up in the news.</p> <p>While student groups conduct their research, ask them to think through the following guiding questions:</p> <ul style="list-style-type: none"> • <i>What big ideas were explored in the news report?</i> • <i>How did the journalists report the experiences of individuals in the newscast (e.g., images, language, interviews, etc.)?</i> <p>Student groups discuss the questions. Each group completes the graphic organizer in Appendix C. Students are encouraged to modify the organizer as they feel fit. For example, some students might want to break down the racialized category to honour the diverse experiences of specific racial groups. Students are also welcomed to use guiding statements from the <i>Check a Book for Bias Bookmarks</i> to help modify the organizer.</p> <p>Student groups share their thoughts with whole class.</p>	<p>Students:</p> <ul style="list-style-type: none"> • Use a graphic organizer to think about and communicate understanding of the topic. • Work collaboratively. • Orally and in writing communicate their ideas around the topic. • Share their ideas around the guiding questions. • Ask questions to deepen understanding of the topic.