

Lesson 11

We're Going on a Journey



To help pupils apply critical literacy to their own assumptions and dominant media messages



Explore perceptions
Challenge and critique their own assumptions
Conduct research
Explore and critique dominant media messages



Lesson Support Resource 12
We're Going on a Journey Images and Labels
Internet Access for Pupil Research Task



Activity 1: 30 – 40 minutes
Activity 2: 30 – 40 minutes

Links to Pupil Learning Framework

1. Developing Knowledge and Understanding of Local and Global Issues
2. Cultivating Skills and Values to acquire:
 - Critical Thinking
 - Emotional Literacy
 - Metacognition
 - A Growth Mindset: attitudes and dispositions
 - Universal Values



Activity 1

- Explain to pupils that they are going to go on a journey that involves an imaginary trip on a train
- Display Support Resource 12 Images and Labels with the image side facing down. The pupils should only see the label side with the writing on it. Instruct them not to flip the label over, or it will spoil the journey
- Explain that there are not many seats left on the train, so they must choose who they would like to sit beside
- Instruct them to look at each label and select who they would like to sit beside. Again, remind them not to flip the label over
- Once they have selected the person they would like to sit beside, invite them to reflect on why they made this choice
- Once you have completed the above, invite pupils to select who they would least like to sit beside
- Once they have selected the person they would least like to sit beside, repeat the above Prompt Questions
- When the above questions have been adequately explored, pupils can be invited to flip the labels over so they can see and hear a bit more about all their choices

Prompt Questions

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- What do you think influenced your decision?
- What do you think the person/people might look like?
- What do you think you might talk about with the person/people?
- How did you feel when you saw the image and information?
- Would you now change your mind?
- What assumptions do you think you were making when you made your original choices (e.g. about age, gender, ability etc.)?
- Where do you think we get these assumptions from?
- Do you think people ever make assumptions about young people your own age?
- Do you think assumptions could be negative or harmful? Why/Why not?

Activity 2

Part A

- Explain to pupils that they are going to think more about how we all might learn to form assumptions
- Explain that you will call out a series of statements
- They should give a 'Thumbs Up' if they agree with the statement and a 'Thumbs Down' if they disagree, or wriggle their fingers if they are 'Somewhere in Between'
- Between each statement, encourage pupils to explain their reasons for 'agreeing', 'disagreeing', or being 'somewhere in between'

Statements

- When I hear about Africa on TV or online, it is always about starvation and hunger
- Young people like me are well represented on TV
- In films, women and men get to play the same types of roles
- On my TV and laptop I hear lots of positive stories about people from other countries
- People with disabilities get good jobs on TV
- My TV and laptop shows stories about people who are doing great things to change the world
- Advertisements on TV show the same types of toys for boys and girls

Part B

- Divide pupils into groups of three or four
- Assign one of the Support Resource 12 images to each group
- Explain that each group should research the people on the image to find out three interesting facts
- Once pupils have completed the above, each group should then share their facts back to the wider class

Tip



To create an environment where pupils feel they can express their opinions safely and respectfully, the teacher should remind them to actively listen to other people's opinions, and to be respectful even when they don't agree on something. You might wish to remind pupils of their Grounding Principles (agreed in Lesson 1), and you might wish to bring some Resilient Zone Exercises in between each activity