

ANALYZING IMAGES AND TEXTS IN SPORTS



RECOMMENDED GRADE LEVEL: Grades 7 to 8

SUBJECT: Language, The Arts

Suggested time: 75 minutes

Essential Question: Do media texts contribute to discriminatory representations of Indigenous Peoples of Canada?

LEARNING GOALS

Students will:

- Interpret media texts, such as sports names and logos, and determine the messages they convey
- Identify the themes/perspectives/issues expressed in media texts
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WORD BANK

Mascot— a person or symbol that is used to symbolize a particular organization

Prejudice— a pre-judgement, making a decision about a person or a group of people without sufficient knowledge or evidence. Prejudicial thinking is based on stereotypes

Racism— the belief that all members of a race possess characteristics, abilities or qualities specific to that race, especially so as to distinguish it as inferior or superior to another race

Stereotype— an oversimplified generalization about an entire group of people without regard for individual differences

MATERIALS AND RESOURCES

- Chart paper
- Computer/tablet with internet access
- Blackline Master 1: Video Reflections Organizer
- Blackline Master 2: Sports Logos

EDUCATOR'S NOTE: This topic may be difficult for students to discuss, especially those who may participate in or be fans of teams with controversial names and logos. Remind students that the aim of this lesson is to raise awareness of the issue and that respectful language and conduct should be used in all discussions and activities.

1.

RECOMMENDED ASSESSMENT FOR LEARNING: On three large pieces of chart paper write the words PREJUDICE, STEREOTYPE, and RACISM and draw a T-chart with the titles WORDS and EXAMPLES. Place the papers around the room and assign students to group 1, 2, or 3. Using the carousel strategy, ask each group to rotate around the class and on each chart paper record words or examples that relate to each term.

2.

After each group has rotated through all three terms, create a definition for each term that everyone agrees with and record them on the board.

3.

Discuss:

- How is prejudice similar to stereotype? Can prejudicial beliefs result from the use of cultural stereotypes? (i.e. Does the constant portrayal of Indigenous Peoples as warriors or fighters lead to the incorrect assumption that all Indigenous Peoples are aggressive?) If so, how?
- How does stereotype relate to racism? When a person is stereotyping an individual or group based on their culture and/or race is this considered racism?
- Is racism only expressed verbally? Can racism be expressed through images and other media texts?

4. **RECOMMENDED ASSESSMENT AS LEARNING:** Show students "Proud To Be (Mascots)" www.youtube.com/watch?v=mR-tbOxlhvE (2:00) and ask students to use **Blackline Master 1: Video Reflections Organizer** to record their thinking based on the previous discussion. After watching the video, ask students to use the think-pair-share strategy with a partner to discuss their reflections about the video.

5. Show students the names and logos of the sports teams on **Blackline Master 2: Sports Logos** that depict the logos of the Moosejaw Warriors, the Washington Redskins, the Atlanta Braves, the Cleveland Indians, the Atlanta Warriors and the Chicago Blackhawks. Ask students:

- What stereotypes are being portrayed in these media texts?
- Are these names and logos positive or negative representations of Indigenous Peoples?
- In these media texts, are Indigenous cultures presented as superior or inferior? How can you tell?
- How might these names and logos affect how Indigenous youth see themselves and their culture?

6. Explain to students that as a result of protests by fans, online petitions, and other actions, many sports teams have changed their team name and logo including the Swift Current 57's and the Nepean Eagles. Show students the videos from the "Rename Our Alvinston Indians" campaign www.gofundme.com/renameourindians (0:55) and ask them to continue to record their thinking on their graphic organizer. Why did the team decide to change their name? What steps did they take to change it? How has their community supported them? What do the players mean when they say "And if the pros won't do it, we'll lead the way,"?

EDUCATOR'S NOTE: Some students may not participate in or watch sports. As an alternative use popular books, movies, or songs that reference Indigenous culture in racist or discriminatory ways in any of the following activities.

7. **RECOMMENDED ASSESSMENT OF LEARNING:** Ask students to reflect on and summarize what they have learned about the impact that racist and discriminatory media texts, including sports names and logos, can have on Indigenous Peoples, as well as on non-Indigenous people. What would you do if a sport you participated in or a team you watched had a racist name or a logo? Would you stop playing or watching? Would you take action to help the team make a change? If any students feel comfortable enough, ask them to share their thoughts and feeling with the class.



EXTENSION: In groups of three or four, students will redesign the logo and choose a new team name for one of the teams depicted on **Blackline Master 2: Sports Logos**. If students are aware of other teams using discriminatory names and logos they can be included as well. Ask students to create a visual representation of the new name and logo and to write a short paragraph to justify their choices. Names and logos should connect to the team's city and fan base so further research may be necessary. Display the logos and paragraphs to raise awareness of this issue throughout the school.

Blackline Master 1:
Video Reflections Organizer

WHAT I SAW

WHAT I HEARD

QUESTIONS
I HAVE

Blackline Master 2:
Sports Logos



ATLANTA CHIEFS



CHICAGO BLACKHAWKS



ATLANTA BRAVES



CLEVELAND INDIANS



MOOSEJAW WARRIORS



WASHINGTON REDSKINS