ANALYZING MEDIA TEXTS IN SPORTS

RECOMMENDED GRADE LEVEL: Grades 9 to 12

SUBJECT: Language, Social Science and Humanities

Suggested time: 75 minutes

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

LEARNING GOALS
Students will:
• Identify and explain the information, ideas and issues conveyed in the overt and implied messages in media texts
• Develop an understanding of how discriminatory media texts affect both Indigenous Peoples of Canada and non-Indigenous people as well
• Describe how factors such as media influence can shape the behaviours of individuals and groups

WORD BANK
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?

- Who sees these media texts? How do they influence how non-Indigenous people see 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?

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.

6.

EXTENSION: Divide students into three groups. Using the jigsaw method have students read and share what they learned about the sports teams in the following articles. Make sure to print or display the teams’ logos if not present in the article.


Kansas City Chiefs - [profootballtalk.nbcspor...co/2014/06/26/plaintiff-in-redskins-patent-case-urges-chiefs-to-change-their-name/](http://profootballtalk.nbcspor...co/2014/06/26/plaintiff-in-redskins-patent-case-urges-chiefs-to-change-their-name/)


As students read and discuss the articles ask them to focus on the following questions:

- How are these teams’ names and logos similar to or different from the logos we previously looked at?
- Do you think these teams continue to represent Indigenous Peoples in negative ways? Why or why not?
- What factors could motivate a team to change their name and logo? What factors could dissuade a team from making a change?

EDUCATOR’S NOTE: In groups of three or four ask students to imagine that they are on a committee that is responsible for creating an action plan for a sports team that outlines the steps the team should take to ensure their name, logo, and other promotional material doesn’t use discriminatory representations of Indigenous Peoples. The groups can use one of the teams above or one of their choosing. Encourage students to research campaigns and initiatives that are working to help professional and amateur sports teams make these changes. Have the groups present their plans to the class and ask students to evaluate how well they think the plan will address the team’s issues.

RECOMMENDED ASSESSMENT OF LEARNING: In a short paragraph, ask students to reflect on what they have learned about how media texts can contribute to the discriminatory representation of Indigenous Peoples. Where do they see evidence of this issue in their everyday lives?
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

MOOSEJAW WARRIORS

WASHINGTON REDSKINS