

Context Diversity and Identity.

Can you see me?

Essential Questions

How do stereotypes affect how people see themselves and others?
How do the media and stories influence our ideas about different groups of people?
What actions can we take to challenge stereotypes in everyday life?
Who promotes fair and diverse representation?

H&WB



LLC



Humanities



M&N



Sci&Tech



Expressive Arts



Why am I learning this?

To know I can ask for help when I need it from people I trust.
To develop empathy.
To understand how and why experiences affect me and others.
To develop an understanding that my values, attitudes and identity are shaped by different groups and influences.
To enable me to make and maintain relationships that matter to me. To help me identify conflict and take steps to resolve it.

To consider the plot, character, theme and context of literature I experience.
To develop empathy when responding to literature and appreciate others may have different views from mine
To respond to others' points of view, seeking clarity, structuring arguments.
listen to and understand information, summarising the main points
listen empathetically to different people's viewpoints on various subjects.

To understand the difference between facts, opinions and beliefs, and consider how this may affect the importance and usefulness of evidence.
To explore how historical events have influenced media portrayals.
To help me understand how factors in the past and present have shaped my communities.
To help me understand that injustice and inequality exist in societies.

To collect different types of data to answer a variety of questions that have been posed..
To represent information through a variety of appropriate charts of increasing complexity.
To help me find and use the mean of a simple set of data to explain how the statistics do, or do not, support an argument.

To draw inspiration to design from historical, cultural and other sources
To understand the impacts of science and technology, past and present, in my everyday life.
To creatively respond to the needs and wants of the user, based on the context and on the information collected.
To apply my knowledge and skills when making design decisions in order to produce specific outcomes

To explore how creative work can represent, document, share and celebrate personal, social and cultural identities
Helps me reflect upon how artists have achieved effects or communicated moods, emotions and ideas in their work
To give me the opportunity to perform, produce, design, exhibit and share my creative work

My learning experiences

<p>Speak Up –challenge biased remarks with respectful responses like, “That’s not necessarily true, have you considered...?”</p> <p>Celebrate Differences – Acknowledge and appreciate unique traits rather than trying to fit into predefined categories.</p> <p>Be an Ally – Support peers who face discrimination and unfair stereotypes.</p> <p>Explore advocacy groups Show Racism the Red Card – Representation Matters –working to ensure media reflects all identities.</p> <p>Jonny Cotsen - agent for change Sherman Theatre</p> <p>Children’s Literature Organisations – Groups like BookTrust and CLPE promote diverse books.</p>	<p>News vs. Reality – Compare news articles or TV reports about a particular group (e.g., refugees, people with disabilities including ALN) discuss:</p> <p>Is the portrayal fair and balanced?</p> <p>Explore songs and poems that address identity and representation. Students could write their own lyrics about diversity and inclusion.</p> <p>Rewrite a Story – Take a well-known fairy tale or comic strip that relies on outdated stereotypes and rewrite it with diverse, modern representation.</p>	<p>Explore the history of Advertising</p> <p>Looking at gender roles, racial stereotypes, disability</p> <p>Civil Rights & Social Movements (1960s–1980s) which resulted in an Increased demand for authentic representation.</p> <p>TV shows and films began featuring diverse characters, though often in supporting roles.</p> <p>RVE:</p> <p>Look at stereotyping of religions and religious figures</p> <p>Famous figures that have challenged or seem to defy the stereotypes associated with their religion.</p> <p>Representation of religions- why does it matter? What should it look like?</p>	<p>Data Analysis: Who's Represented in Media? analyze representation by gathering data on gender, ethnicity, and age.</p> <p>Maths Skills: Percentages, ratios, and bar graphs.</p> <p>Survey and Statistics on Media Perceptions</p> <p>Activity: Have students conduct a survey on their classmates’ favorite TV shows, films, or online influencers. Compare how different identities are represented and analyze trends.</p> <p>Maths Skills: Averages, mode, mean, and median.</p> <p>White Rose</p>	<p>Research scientists and engineers from historically underrepresented groups.</p> <p>Inventing for Inclusion</p> <p>STEM Challenge:</p> <p>Students brainstorm inventions to solve real-world problems related to inclusion (e.g., accessibility tools, language translation apps).</p> <p>Media Algorithm & Bias Investigations</p> <p>Skeleton investigation</p>	<p>Film & Digital Media: Analyze short films or advertisements, discussing how different groups are portrayed. Then, have students create their own media pieces that promote positive representation.</p> <p>Ad-Busting Challenge</p> <p>Who is represented? Are there stereotypes being reinforced? How could we redesign this to be more inclusive?</p> <p>Looking at diversity in Art and diverse artists</p> <p>Who is ‘Bug?’</p> <p>Photography or collage project - identity and diversity.</p> <p>Music - PPA You’ve got a friend Carole King</p>
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Suggested novels: A kind of Spark Can you see me?
Suggested Launch - Drama workshop - Deaf performance Artist Jonny Cotsen
Suggested Landing Photography exhibition - Can you see me?
Pupil voice opportunities - Which scientists do you want to know more about? Which Advocacy group would you like to research? Which decade would you like to find out more about (independent/group research)