

## Topic: Identities and Cohesion

<b>Lesson: Accepting our differences</b>	<b>KS or Year Group: KS3</b>
<b>Resources:</b> <ol style="list-style-type: none"><li>1. Resource 1 - Recording sheet</li><li>2. Resource 2 - Task sheet</li><li>3. Materials for design notes, paper, pens, etc.</li><li>4. You could use ICT to create actual film footage for the campaign</li></ol>	<b>Outcomes:</b> <ul style="list-style-type: none"><li>• Students consider discrimination and its usual targets.</li><li>• Students think about the role of the media and design their own anti-discrimination campaign.</li></ul>

### National Curriculum

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Key Concepts – 1.1c, 1.2b, 1.3b

Key Processes – 2.1a, 2.1b, 2.1c, 2.2a, 2.2d, 2.3a, 2.3b

Range and Content – 3e, 3d

Curriculum Opportunities – 4a, 4b, 4c, 4d, 4j

### Lesson

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Directed by the teacher, students will pick groups within society that might be discriminated against. As a class, they will look at how that discrimination might be manifested. Students will then design an advertising campaign to persuade the public of the positive aspects of that group.

### Starter

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- Introduce the topic by asking the class to consider what we mean by discrimination. Teachers could stimulate discussion by discriminating against students. For example, “you can’t sit there”, “you’ve got the wrong shoes on” or “you have to sit at the back because you have brown hair”, etc.
- To clarify, ask students to write a two-line definition of ‘discrimination’.

## Main activity

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Ask students to think of groups that are often discriminated against. For example, teenagers or disabled people.

### Activity 1:

- Split the class into pairs or threes. Assign each set a group that is discriminated against.
- Students need to consider what characteristics of that group are usually targeted when they experience discrimination. How is that discrimination manifested? The students can record their thoughts onto **Resource 1 - Recording Sheet** (on an individual basis).

### Activity 2:

- Conduct a brief class discussion about advertising. Consider (a) what mediums are used and (b) how advertising works. The students can record their thoughts onto the recording sheet.
- Each group of students must now create an advertising campaign for their discriminated-against group.
- The students should be organised in such a way that the full range of mediums used in advertising are covered. For example, one group might design a radio advertisement, another a poster for billboards, another a bus poster campaign or leaflet. If equipment is available, some students could create a TV campaign too.
- Distribute **Resource 2 – Task sheet**.
- This may need to be completed for homework or as a second lesson, particularly if you want to present the campaigns to the class. Each student will be responsible for completing the section of their campaign that they have begun in class.

## Plenary

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Recap on the groups that often suffer discrimination and how this is manifested.

Ask students to feedback the elements they are covering in their campaign and how the work will be executed.

### Aim high

More able pupils can add to their initial notes from Activity 1 by producing an analysis of the effect of discrimination upon a person or group.

## Assessment

## Accepting our differences

After asking students to consider what aspects of their campaigns are successful, assessment can be completed via peer assessment of the campaign or by teacher assessment.

Level 7 – Pupils can argue persuasively (i.e. the effectiveness of the campaign design), they question their own views and prejudices and they co-operate with others in the completion of a project.

Active citizenship possibility: the advertising campaigns could be posted in a forum such as YouTube.

### **Check the web**

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[http://news.bbc.co.uk/cbbcnews/hi/newsid\\_2180000/newsid\\_2183800/2183889.stm](http://news.bbc.co.uk/cbbcnews/hi/newsid_2180000/newsid_2183800/2183889.stm)

Useful guide to the media, including who regulates advertising.

<http://adzilla.blogspot.com/>

Useful lists of various media used for advertising and containing links to advertisements on YouTube which could be used as examples.

<http://www.ericdigests.org/pre-9219/consumer.htm>

Good for background reading prior to the lesson.

### **Summary of key learning**

- Students learn what discrimination is, how it is manifested and against which groups.
- Students learn about the role of the media in influencing public opinion.

## Resource 1 - Recording sheet

Assigned group - who is being discriminated against?

What characteristics are being targeted when discrimination occurs?

How is the discrimination evident?

## Advertising

What medium is being used?

How does advertising work?

## Resource 2 - Task sheet



Imagine you work for an advertising agency which has been hired by a group that is frequently discriminated against in society (for example, women, teenagers or refugees).

You must design an advertising campaign that will persuade the public of the positive aspects of that group and their way of life or dispel the negatives that are often focused upon.

You can use a variety of media such as posters, leaflets, TV ads, radio broadcasts or any others you can think of.