

Tell it Like it is

Lesson 1

Disability Equality Learning Objectives

- To understand that, despite being 15% of the world's people, disabled people and their issues rarely feature in the news;
- To know that patronising and dehumanising language is offensive to disabled people, and why;
- To know what is acceptable language;
- To understand that the press often uses negative language about disabled people, and that they can be described in neutral or positive ways.

Conventions of TV programmes

- Use of news values;
- Types of narrative used in news programming.

Curriculum Objectives

- Media Studies GCSE – news;
- English GCSE – Media assignment or Speaking and listening assignment.

Further Curriculum Links

- Citizenship

Activity 1

Teaching and Learning activity	Essential notes
Instruct the class to read through some provided TV schedules and highlight programmes related to disability. Students analyse TV schedules for disability programmes/issues. List programmes on the board.	

Learning Outcomes

- Noticing that, despite being 15% of the world's people, disabled people and their issues rarely feature in the news.

Activity 2

Teaching and Learning activity	Essential notes
Show the opening of any Channel 4 News. The class lists each item on the news. Show the opening of <i>Tell it Like it is</i> . Students list news conventions that are used in the clip. Ask the class to list differences and similarities between the two news clips.	

Learning Outcomes

- Recognising the conventions and types of narrative used in news programming.

Lesson 2

Activity 1

Teaching and Learning activity	Essential notes
Watch the next section of <i>Tell it Like it is</i> . Students list how language is commented on during the programme. Students make notes on the issue of language.	

Learning Outcomes

- Knowing what is acceptable language.
- Understanding that the press often use negative language about disabled people, and that they can be described in neutral or positive ways.

Activity 2

Teaching and Learning activity	Essential notes
Students complete the Word power activity sheet. Then hold a debate about the use of language.	Word power activity sheet is in <u>Student handouts</u> on the bfi website: www.bfi.org.uk/disablingimagery?

Learning Outcomes

- Use appropriate language worksheets.

Activity 3

Teaching and Learning activity	Essential notes
Ask students to look at newspaper headlines and articles about disability Discuss representation of disability in these articles.	Use the Disabling newspaper headlines handout in <u>Student handouts</u> on the bfi website: www.bfi.org.uk/disablingimagery? Also collect articles yourself over time, or get pupils to look on newspaper websites for recent articles. Some newspaper web sites to try are: www.guardian.co.uk www.the-times.co.uk www.thesun.co.uk www.dailymail.co.uk www.telegraph.co.uk Local papers are also a good source. Find them through your internet browser.

Learning Outcomes

- Know that patronising and dehumanising language is offensive to disabled people, and why.