



# **MEDIA, DIVERSITY AND RACISM IN SPORT**

## ***TRAINING ACTIVITY SHEETS***

### ***CROSS-CUTTING PERSPECTIVES***

#### ***JOURNALISM AND MEDIA TRAINING AND LITERACY***

***COMPLETE COLLECTION***

**MARS - Media Against Racism in Sport**

Funded  
by the European Union  
and the Council of Europe



EUROPEAN UNION



COUNCIL  
OF EUROPE  
CONSEIL  
DE L'EUROPE

Implemented  
by the Council of Europe

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This document has been produced with the financial assistance of the European Union and the Council of Europe. The views expressed herein can in no way be taken to reflect the official opinion of the European Union or the one of the Council of Europe.

## **WELCOME...**

This collection of training resources includes about twenty activities that can be used in a journalism training and media literacy context. They are derived from the work done by media professionals and journalism and media trainers and educators under the MARS – Media, Diversity and Racism in Sport - programme of the Council of Europe.

These activities have been devised so as to reconcile the varying objectives, resources and constraints trainers may be working with. Since they are presented in sheet format, they can be used separately or in thematic learning modules (entitled units).

Journalism and media trainers and educators are invited to take ownership of these training resources in a way suited to their own needs and to those of their working environment, picking and choosing among them, analysing them, deconstructing them and piecing them back together, adapting them, expanding on them, applying them and so on.



## GUIDE TO TRAINING ACTIVITIES

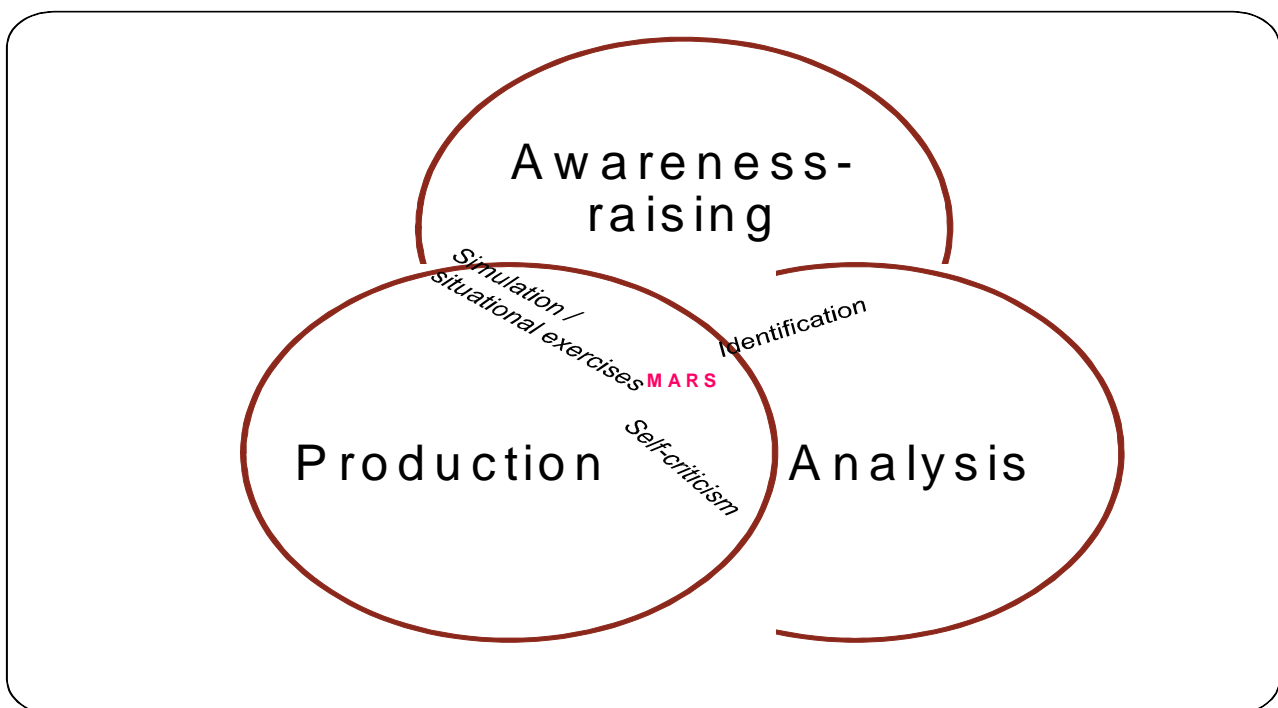
### **Three modes of activity, one process**

All the training proposals fall within three main activity modes: awareness-raising, analysis and production.

■ ■ ■ **AWARENESS-RAISING:** The objective is to awaken participants to a positive, inclusive approach to diversity and to stimulate their interest. This gaining of awareness is often considered a necessary first step in the delivery of training and in bringing about changes of practice or attitudes.

■ ■ ■ **ANALYSIS:** This involves decoding, comparing, observing, watching and evaluating media objects so as to understand them and determine one's own standpoint. These activities very often follow a process of construction/deconstruction/reconstruction of the message conveyed.

■ ■ ■ **PRODUCTION:** Many of the training proposals foster practical, creative work on diversity issues. They focus on learning by doing and can involve technical aspects, with the aim of introducing trainees to professional practice or improving their capabilities in this area.



Some more specific types of activities lie at the intersection of these major approaches, constituting hybrid forms of training with their own particularities:

■ ■ ■ **Identification:** Certain activities focus on identifying diversity and non-discrimination themes, in particular through observation and analysis of media representations.

■ ■ ■ **Evaluation/self-criticism:** analysis of one's own work (exercise results, fictitious, examples, and real assignments) is part of the training process with a view to fostering a journalistic practice inclusive of diversity and non-discrimination.

■ ■ ■ *Situational/simulation exercises*: Some activities simulate real-life situations involving diversity issues, with a view to heightening participants' diversity awareness through the practical production of media objects (articles, interviews, and so on).

Depending on his/her objectives and the target audience, the trainer will choose to place more emphasis on one or the other of these aspects.

### ***From an activity to a unit: a training programme***

All the training activities are organised around **six main training units**. A unit is a programme which enables the trainer to explore certain themes in depth and which includes awareness-raising, analysis and production activities.

■ ■ ■ **"Stereotypes and representations"**: this unit includes eight activities aimed at raising participants' awareness of their own prejudices and at having them analyse the role played by stereotypes in media narratives,

■ ■ ■ **"Language and words"**: the unit focuses on activities devised to improve participants' command of media language and of the element of choice linked to it, with a view to fostering inclusion of diversity,

■ ■ ■ **"Journalism, our profession"**: the activities coming under this theme are concerned with the constraints and contexts of journalists' work,

■ ■ ■ **"Pictures"**: What role do pictures play? How do they reinforce stereotypes? How can they be used to improve inclusion of diversity in media coverage? These are the questions addressed by the activities of this unit,

■ ■ ■ **"Sport"**: Main focus of the MARS programme, this theme is the basis of a specialised unit for those wishing to work on the specific context of sports journalism.

■ ■ ■ **"Gender"**: the selected activities for this unit focus on gender issues. These activities aim at analysing unequal, not to say discriminatory, media treatment of men and women,

■ ■ ■ **"Through games and humour"** is a last unit with a methodological base including activities characterised by a more playful and amusing approach to raising awareness of discrimination.

From a practical standpoint, trainers will find these six main units in the resources area of the website. They will be able to browse between activities or to download the entire module.

Certain activities are present in more than one unit. The units to which each activity belongs can be identified by means of the related pictograms.

To facilitate the preparation of a training module beginning with an awareness-raising activity and concluding with practical assignments, numbered sequences of activities are proposed.

## ***An activity sheet in details!***

Each activity is described so as to give the trainer as much information as possible on implementing it. We nonetheless invite everyone to take ownership of the activities in order to adapt them to their professional needs and context. All the activities are designed to be run with a group of more or less twenty participants.

Each activity is described, in simple terms and in detail, by means of:

- A **title** and an **introductory abstract** intended to capture users' interest and enable them rapidly to understand the activity's dynamics
  
- Identifiers such as a unique **reference number, pictograms** corresponding to the **units** to which the activity belongs, **key words** indicating the **type** of activity (see above), the **geographical production context** in which the activity was designed and tested, and the main **themes** addressed. These key words are intended to facilitate users' searches and browsing
  
- A list of **target audiences** for the activity, such as journalism students, working journalists, other media professionals, media literacy trainers, etc.
  
- The main **educational objectives** pursued
  
- The approximate **duration** of the training activity
  
- The **equipment** needed to deliver it
  
- The **media resources**, in the form of written, sound or audio-visual media products, required to run the activity. Depending on the activity, some resources must be collected in advance by the trainer, while others are provided by the participants
  
- **Observations** and tips for trainers to ensure that the activity goes smoothly
  
- The detailed activity **programme**, stage by stage, with the timing of the different stages. The group dynamics are also shown using the following pictograms:
  - individual work
  - pair or sub-group work
  - a task for the entire group

- **Variants**, suggestions for adapting the activity in line with other contexts or objectives

Lastly, the activities shown under the **ideas for further study** indicate other MARS programme activities the trainer might wish to implement. From one sheet to the next, the trainer can thus go through the whole series of activities for a given thematic learning programme, starting with awareness-raising activities and moving on to those concerned with practical work and situational exercises.



## Activity N°1

**Title:** It's your turn!

Awareness-raising

Romania

**Key words:** Sport / Stereotype / Live commentary

### Target groups:

- Journalism students
- Professional journalists
- Other media professionals
- Media literacy trainers

**Context:** Participants take part in a game, taking their turn in the media spotlight, but stereotyped physical characteristics which are not their own are associated with them. A team of journalists provides live commentary on the match. So it's your turn!

### Objectives:

- ✓ **To raise awareness about the use of stereotypes**
- ✓ **To try out the specific format of live commentary**

**Duration:** 60 to 90 minutes

### Equipment:

- A4 paper and marker pens
- Safety pins
- Sports equipment (balls, rackets, etc, as appropriate for the chosen sport)
- Recording equipment (TV cameras, microphones, cameras, etc) and broadcasting equipment

**Media resources:** A series of characteristics that can be stigmatised (such as being thin, fat, short, white, black, rich, gay, a bad loser, etc), written on separate sheets of A4 paper and pinned like numbers on participants' backs.

**Observations:** Prior to the activity, arrange the area to be used: mark out the playing area, provide seats for journalists/commentators and set up the recording equipment.

**Organisation:**

<b>Class configuration</b>	<b>Time in minutes</b>	<b>Sequence of activities</b>
GR	5'	Introduce the activity by announcing the imminent broadcast of a basketball match (or another sport of your choice)
GR	10'	Choose teams and allocate roles: players, captains, umpire, (two) journalists, spectators, etc.  Give each player a sheet of A4 paper with a specific characteristic written in large letters on it, together with his/her first name, and pin it to his/her back
GR	10'	The umpire explains the rules and starts the game.
GR	15'	The journalists provide live commentary on the game for 10 minutes. This is recorded. They must refer to the characteristics displayed on each player's back, while avoiding any stigmatisation or discrimination in their commentary.
GR	10'	Debriefing, considering first impressions  The players should discuss how they felt about having to be "labelled"
GR	30'	Watch/listen to the recording of the commentary together  Discuss the use of certain terms and the live commentary format

**Variante:** This activity could be done without recording the commentary. The discussion would then focus more on everyone's particular role (as "player with a label", commentator, umpire or spectator).

**Suggested follow-up activities:**

**Stereotypes and representations** Unit: *Activity n°6. Show me your ID please!*

**Sport** Unit: *Activity n°23. Eddy Mercury calls it a day*

**Using games and humour** Unit: *n°14. Cartoon heroes transformed!*

## Activity N° 2

**Title:** No gender

Awareness-raising

Italy

**Key words:** Gender / Sport / Language

### Target groups:

- Journalism students
- Professional journalists
- Other media professionals
- Media literacy trainers

**Context:** Whether we are journalists, students, instructors, media literacy trainers or sportspersons, we all harbour stereotypes and often subconsciously use them in our conversations and in our world view. This activity aims to raise people's awareness of this through a short production exercise relating to a sports event in a category (men's/women's sport) not revealed.

### Objectives:

- ✓ **To become aware of the stereotypes we use**
- ✓ **To raise awareness of gender and non-discrimination issues**
- ✓ **To analyse the role of language**

**Duration:** 2 hours

**Equipment:** Pens and paper

**Media resources:** An article about a sports event (volleyball, athletics, football, etc) involving women from which are extracted a number of general features of the event, any references to gender being removed: the women concerned must be identified in terms of their role (forward, defender, winger, etc) and not by name. The gender-neutral words used cannot therefore provide any information or indication about the task ahead.

**Observations:** The facts to be presented to the students must be carefully prepared and highly detailed. The objectives should not be divulged at the beginning of the activity.

**Organisation:**

<b>Class configuration</b>	<b>Time in minutes</b>	<b>Sequence of activities</b>
GR	10'	Introduce the activity, focusing on the main task of writing an article about the sports event on the basis of the information provided  Specify that participants may not ask questions during the exercise (in order to avoid providing information about values or gender)
GR	5'	Provide a list of general information about the event (cf. media resources)
IND	30'	Ask the participants to write their reports on the event individually
GR	10'	Reveal the nature of the assignment and explain to participants that the event involved women's teams  Count the number of articles which refer to men's sporting event  Hand out the original article
PRS	20'	In sub-groups, analyse language choices and roles by drawing a comparison between the articles written and the original one
GR	30'	Discuss the results together and consider the issue of gender discrimination in sports news  Also debrief on whether the participants have become more aware of their own stereotypes

**Variant:** Other news fields may be subjected to the same kind of exercise.

**Suggested follow-up activities:**

**Stereotypes and representations** Unit: *Activity n°1. It's your turn!*

**Language and words** Unit: *Activity n°3. Guess who?*

**Sport** Unit: *Activity n°3. Guess who?*

**Gender** Unit: *Activity n°4. Fitting the frame*

### Activity N° 3

**Title:** Guess who?

Awareness-raising

France

**Key words:** Celebrities / Sport / Language

#### Target groups:

- Journalism students
- Professional journalists
- Other media professionals
- Media literacy trainers

**Context:** This guessing game activity could be used as a fun introduction to a session on the issue of diversity and sport. How can you find 10 key words to describe a famous sports person? Who is it? The game gives an insight into participants' knowledge of the world of sport and its celebrities, as well as the related vocabulary.

#### Objectives:

- ✓ **To become aware of the importance of words**
- ✓ **To raise awareness of the choice dimension**
- ✓ **To discuss the markers used to designate people and the effects these have**

**Duration:** 30 to 45 minutes

**Equipment:** Pens and paper

**Media resources:** The activity is based on people's individual and collective ability to remember things about the media and sport. There are therefore no specific media resources.

**Observations:** It is preferable for the trainer to avoid giving an example at the beginning of the activity so as to allow participants to draw on the fields of vocabulary that they consider appropriate. Instructors may if they wish prescribe categories of forbidden words (proper nouns, words in foreign languages, etc).

**Organisation:**

<b>Class configuration</b>	<b>Time in minutes</b>	<b>Sequence of activities</b>
GR		Introduce and explain the activity
IND	3'	Each participant chooses sports personality and rapidly draws up list of 10 key words to describe him/her.
GR	15'	Each in turn asks the others to guess who the chosen sports personality is, with the key words given one by one as clues.
GR	15'	Debrief on the types of words chosen and the effects of the markers used

**Variante:** To make the game more entertaining, scores could be kept: the fewer the number of key words used before a personality's identity is guessed, the more points are awarded (for both the person who wrote them and the one who guessed). This makes clear the ranking and relevance of the key words.

**Suggested follow-up activities:**

**Language and words** Unit: *Activity n° 6. Show me your ID please!*

**Sport** Unit: *Activity n°1. It's your turn!*

**Using games and humour** Unit: *Activity n°1. It's your turn!*

## Activity N° 4

**Title:** Fitting the frame

Awareness-raising

Finland

**Key words:** Gender / Stereotypes / Image

### Target groups:

- Journalism students
- Professional journalists
- Other media professionals
- Media literacy trainers

**Context:** This exercise, which is inspired by “Frames<sup>1</sup>”, seeks to explore gender diversity. How are genders expressed? What are society’s norms? Who fits into the frames?

### Objectives:

- ✓ **To expose gender stereotypes**
- ✓ **To discuss gender norms in society**

**Duration:** 60 minutes

### Equipment:

- Posters/flip charts
- Marker pens

**Media resources:** *(required for the activity if available)* Images of people who are as different from one another as possible, with only one person in each image. Photos from newspapers and magazines may be used.

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<sup>1</sup> Break the Norm! Methods for studying norms in general and the heteronorm in particular by RFSL Ungdom, Sweden

**Organisation:**

Class configuration	Time in minutes	Sequence of activities
GR	10'	<p><b>Brainstorming:</b></p> <p>Have two large blank posters on display</p> <p>Start the activity by writing "Masculine" on one and "Feminine" on the other</p> <p>Ask the participants what the terms "masculinity" and "femininity" suggest in our society (and not according to their own criteria)</p> <p>Write their words or short phrases on the respective sheets, or "frames"</p>
PRS	10'	<p><b>Reflection:</b> In pairs, examine the contents of the frames:</p> <ul style="list-style-type: none"> <li>- What comes to mind when you read these words?</li> <li>- Where do these expectations about men's and women's behaviour come from?</li> <li>- Are there any differences between what is expected in sport and in society in general?</li> <li>- Is it possible fully to meet all these criteria?</li> </ul>
GR	5'	<p><b>Who fits into the frames?</b></p> <p>Give each participant an image</p> <p>Ask them to place their image somewhere on the frame, either on the inside or the outside. The choice of where the image is placed must be made bearing in mind the extent to which the person represented conforms or not to the features described in each frame</p>
GR	15'	<p>Consider the results, asking questions about a few: why is one person in the centre of a frame, another on the edge, another outside it?</p>
GR	15'	<p>Discuss the possible consequences of not fitting into the "frames", which may take the form of jokes, comments, strange looks, harassment or violence</p> <p>Do not hesitate to steer the discussions towards other gender-related issues</p> <p>For example:</p> <ul style="list-style-type: none"> <li>- Why are most of the attributes listed in the masculine frame considered to be more valuable than those in the feminine frame?</li> <li>- Why are masculine women often perceived more positively than feminine men?</li> <li>-</li> </ul>



**Variants:** The activity could also focus on gender in the specific context of sport:

- During the brainstorming, use the words "sportsman" and "sportswoman" instead of "masculine" and "feminine".
- Use images from the sports pages of newspapers.

In order to focus on critical analysis of the media, the activity could be extended by observing the images taken from the sports pages. An analysis of gender diversity could be initiated using the following questions:

- Is the gender diversity represented in these pages as broad as in other sections of the newspaper?
- Do these images reflect the diversity of society in general, or one specific to sport?

The analysis could also compare the types of images shown of women and of men.

**Suggested follow-up activities:**

**Stereotypes and representations** Unit: *Activity n° 10. Writing about and overcoming prejudice*

**Images** Unit: *Activity n°7. Where are the women?*

**Gender** Unit: *Activity n°7. Where are the women?*



## Activity N° 5

**Title:** Don't say that! Use another word

Awareness- raising  
/ Identification  
  
France

**Key words:** Language / Discourse / Live commentary

### Target groups:

- Journalism students
- Professional journalists
- Media literacy trainers

**Context:** This activity, as an exercise on language and differing usage of words, shows participants the construction of meanings induced by media discourse, especially in the context of live commentary.

### Objectives:

- ✓ **To raise awareness of differing usage of words**
- ✓ **To become aware of the construction of discourse**
- ✓ **To discuss the media context specific to live commentary**

**Duration:** 45 to 60 minutes

### Equipment:

- Pens and paper
- Something that makes a noise (bell, whistle, musical instrument, etc)
- Video display equipment

**Media resources:** Video sequences of sports events lasting approximately 1'30" (one sequence per sub-group)

**Observations:** This activity could be shortened by working on just one or two video sequences. In such cases, the trainer chooses which words are not to be used.

**Organisation:**

<b>Class configuration</b>	<b>Time in minutes</b>	<b>Sequence of activities</b>
GR		Introduce and explain the activity  Form sub-groups and assign a video sequence to each
PRS	5'	Each sub-group watches its video sequence once, and draws up a list of ten words which the commentators are asked not to use.
GR	5'	Two volunteer participants sit in front of the projection screen.  They are given the secret list of prohibited words and give live commentary on the video sequence shown. They are not allowed to use the words on the list.  The sub-group that drew up the list concerned makes a noise whenever a prohibited word (or one similar) is used.  At the end of the sequence, the other participants try to guess which words were prohibited.
GR	15-20'	Repeat the exercise with the other video sequences
GR	15'	Discuss lessons learned from the exercise, in particular regarding the role played by words and the production context

**Variante:** This activity could be carried out using certain words to which participants are restricted.

**Suggested follow-up activities:**

**Language and words** Unit: *Activity n°7. Where are the women?*

## Activity N° 6

**Title:** Show me your ID please!

Identification

France

**Key words:** Language / Identity / Representation

**Target groups:**

- Journalism students
- Professional journalists
- Other media professionals
- Media literacy trainers

**Context:** What do people say about sportspersons? Who are they? When the media cover sports events they use a number of identifying characteristics for sportspersons. What are these characteristics? What sorts of identity constructs do they lead to? These are the questions raised by this content analysis activity.

**Objectives:**

- ✓ **To make participants aware of identity constructs**
- ✓ **To identify designating markers**
- ✓ **To discuss the effects of designating markers**

**Duration:** 30 to 45 minutes

**Equipment:**

- Pens
- Post-it notes

**Media resources:** A number of different news articles (from daily newspapers or magazines) and/or audio-visual reports.

**Organisation:**

<b>Class configuration</b>	<b>Time in minutes</b>	<b>Sequence of activities</b>
GR		Introduce and explain the activity  Set up sub-groups and distribute the media material
PRS	10'	In sub-groups, participants identify markers used to designate athletes in their material: each term identified is written on a Post-it note.
GR	20'	The designation markers identified are collected together.  The whole group sorts the various markers, identifying categories (place of birth, achievements, physical attributes, etc) and grouping them according to category.
GR	15'	Discuss the effects of these categories in terms of identity construction in the media (presence or absence of certain categories, choice of words, repetition, etc)

**Variante:** To pursue a media education objective, the trainer may take the analysis further by comparing designation markers used in different types of media outputs and for different audiences.

**Suggested follow-up activities:**

**Stereotypes and representations** Unit: *Activity n°4. Fitting the frame*

**Language and words series:** *Activity n°5. Don't say that! Use another word*

## Activity N° 7

**Title:** Where are the women?

Identification

Italy / France /  
Romania / Finland

**Key words:** Representations / Gender / Discourse

**Target groups:**

- Journalism students
- Professional journalists
- Media literacy trainers

**Context:** Does the sports press treat men's and women's sport alike? Discourse analysis is often suggested as the first approach to gender and non-discrimination issues, and it is a useful tool for working on media representations.

**Objectives:**

- ✓ **To raise awareness about non-discrimination and gender issues**
- ✓ **To analyse how sports news is processed and the way it represents people**
- ✓ **To learn to apply discourse analysis when reading the press**

**Duration:** 3 to 4 hours

**Equipment:** Pens and paper

**Media resources:**

A significant amount of press material:

- one or more daily newspapers dated the same day
- several editions of newspapers collected over a given period containing reports of competitive sports (men's and women's)

**Observations:** This activity could be partial, focusing on a specific area of analysis. The collection of a comprehensive set of material is important, in order to avoid over-hasty interpretations or excessive generalisations.

**Organisation:**

<b>Class configuration</b>	<b>Time in minutes</b>	<b>Sequence of activities</b>
GR	10'	Introduce the activity and ask participants to share their initial assumptions about the different gender-related representations that may appear in sports news
GR	5'	Distribute the media material (prepared in advance) and present the different themes (layout, illustrations, article content) which will be considered in the analysis of the articles on women's sports
PRS	20'	<b>Layout:</b>  In pairs, observe the way the articles identified are arranged: <i>What newspaper are they in? On which page? Where are they on the page? Under which heading? Surrounded by what other news? Are there photos/pictures? What typography is used for headlines? etc.</i>
PRS	20'	<b>Headlines and illustrations:</b>  In pairs, take the headlines of the articles identified and pinpoint the items of information and the processes used to set out an argument  Analyse the pictures (composition, angle, detail, subjects, etc) and their captions. Examples of questions: <i>Who features in these pictures? What do they look like? What are they doing? Taking these pictures as the starting point, what does the world look like? What does the world of sport look like? What do sportspersons look like?</i>
GR	30'	Bring the sub-groups together and ask them to share their observations and their initial interpretations
PRS	20'	<b>The content of the articles:</b>  In pairs, analyse the types of narratives, representations, angles chosen, the persons writing (journalists, experts, sportspersons, etc) and fields of vocabulary used in the selected articles. Examples of questions: <i>Who are the authors? Experts? Sportspersons? What is part of the emotional and/or of the informational dimension?</i>
GR	30'	Bring the group together and exchange observations, strengthening or qualifying the initial interpretations
GR	30'	Compare the observations made with articles dealing with the same sport played by men



GR	20'	Compare the various interpretations with the initial assumptions and draw the main conclusions about gender representations in sports news
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**Variants:** Media treatment of men's and women's sports could be analysed in parallel before being pooled for comparative analysis. This activity could be developed using other media materials (video reports, on-line media, advertising, etc). For media education purposes, the interrelationship between representations and types of media could be analysed from a comparative viewpoint. Other news fields may be subjected to this type of discourse analysis (politics, the environment, etc)

**Suggested follow-up activities:**

**Language and words** Unit: *Activity n°11. Choosing images*

**Images** Unit: *Activity n° 11. Choosing images*

**Gender** Unit: *Activity n°24. Off to the Olympics!*



## Activity N° 8

Identification /  
Analysis

Belgium

**Title:** Imagine media coverage

**Key words:** Representation / Stereotype / Analysis

### Target groups:

- Journalism students
- Professional journalists
- Other media professionals
- Media literacy trainers

**Context:** What are the differences between the newspaper headlines, the media coverage of a Belgian sports event and our own representations? Participants are asked to reflect on these differences and the stereotypes (positive or negative) that may be present both in the media and in their audiences.

### Objectives:

- ✓ **To help participants to become aware of their media representations in relation to the coverage of a sports event in the daily newspapers**
- ✓ **To compare different media representations within the group and compare them with those present in daily newspapers**
- ✓ **To discuss daily newspapers' stereotypes**

**Duration:** 90 to 120 minutes

### Equipment:

- A flip chart or some sheets of A3 paper
- Production materials: pens, marker pens, pens

**Media resources:** Some copies of daily newspapers (national, regional and specialised sports papers) covering a week's news

**Organisation:**

<b>Class configuration</b>	<b>Time in minutes</b>	<b>Sequence of activities</b>
GR	15'	Introduce and explain the activity  Form sub-groups of 2 to 3 people
PRS	30'	<b>Creativity - Imagining how a newspaper would cover a sports event.</b> <ul style="list-style-type: none"> <li>- Mention some recent sporting events covered by the newspapers during the selected week</li> <li>- Ask each sub-group to choose the name of the newspaper on which it would like to work</li> <li>- Ask them to imagine the media coverage of one of these events by stepping into the shoes of a journalist or the editor of the selected paper. Each group should describe, draw and represent its paper's editorial and graphic characteristics</li> </ul>
GR	20'	Each sub-group presents what it has done and explains the reasons for the choices made.
PRS	20'	<b>Analysis - Comparison of representations</b>  Give each group a copy or several copies of its chosen newspaper dealing with the aforementioned sports event  Ask them to compare what they produced with the daily newspaper in question. Each sub-group should identify the similarities and differences between the two and discuss the representations/stereotypes of both participants and newspapers.
GR	15'	<b>Debriefing</b> Instigate a discussion with all the participants to highlight the key observations

**Variants:** As a media education activity for young people (children and teenagers), the imagination phase would be further developed with the creation of a page layout. For the youngest, pictures and other materials taken from newspapers could be provided. An exhibition comparing the outputs of the young people and of the professionals could be organised.

**Suggested follow-up activities:**

**Stereotypes and representations** Unit: *Activity n°24. Off to the Olympics!*

## Activity N° 9

Analysis

Italy

**Title:** "Bend it like Beckham": *analysis of a fictional story with regard to sport and diversity issues*

**Key words:** Opinions / Diversity / Image

### Target groups:

- Journalism students
- Professional journalists
- Other media professionals
- Media literacy trainers

**Context:** The film *Bend it like Beckham* offers encouragement to give thought to the values of sport and to diversity issues. This film analysis activity leads to creativity and discussion within the group. Focusing on the fictional story of a film, this exercise can easily foster discussion without entailing "self-criticism".

### Objectives:

- ✓ **To analyse a fictional film**
- ✓ **To encourage the expression of points of view and opinions through various modes of expression**
- ✓ **To raise awareness about the multi-faceted dimension of diversity (gender, culture, physique, etc)**

**Duration:** 7 hours spread over several sessions

### Equipment:

- projection equipment
- computers with video editing software
- Internet-enabled computers or mobile devices

**Media resources:** *Bend it like Beckham*, a British film made by Gurinder Chadha, 2002

**Observation:** Ensure that the film is of high quality and that images can be exported (either from the original DVD or on line)

**Organisation:**

<b>Class configuration</b>	<b>Time in minutes</b>	<b>Sequence of activities</b>
GR	2 hours	Introduce the activity by explaining the story of the film  Watch the film with the participants
PRS	15'	Form sub-groups and identify the themes of the film and the views of the writer
GR	20'	Present the various themes and discuss them within the group.
GR/IND	30'	Put the ideas arising from the discussion on social media (blogs, social networks, micro blogging sites, etc). This can be done in groups or individually.  Invite participants to continue their discussions on line
GR	20'	Give an introduction to video production, helping participants to identify the objectives and characteristics of the film's trailer
PRS	3 hours	Using available images from the film, ask the sub-groups to design a trailer based on the ideas that have emerged from the previous discussions (on and off line)
GR	30'	Show the different trailers made in the sub-groups and the film's original trailer  Compare and discuss production processes and results  Compare cinematic fiction and journalism in terms of diversity and non-discrimination

**Variants:** The activity could be focused solely on the analytical aspect. Social media (blogs, Twitter, etc) could be used while participants are in attendance. For example, during the discussion on the themes of the film, participants could simultaneously "tweet" any important points made during the discussion or arising in the activity (Backchannel). Media literacy trainers who wish to extend the activity by analysing roles, results, opportunities, obstacles and the different ways in which opinions are expressed (during the group discussion, through social media, by producing a video, etc) are invited to do so.

**Suggested follow-up activities:**

This is the final activity of the **Images** Unit.

**Sport** Unit: *Activity n°21. Reporting on a non-event*

## Activity N° 10

**Title:** Writing about and overcoming prejudice

Analysis

Romania

**Key words:** Stereotype / Criticism / Analysis

### Target groups:

- Journalism students
- Professional journalists
- Other media professionals
- Media literacy trainers

**Context:** This activity aims to raise participants' awareness about the potential barriers (cultural, cognitive, social, etc) that curb the inclusion of diversity in media coverage of sport. Through role play, participants are asked to identify existing stereotypes and discuss their role in media production.

### Objectives:

- ✓ **To identify stereotypes and prejudices**
- ✓ **To make a critical analysis of media outputs**
- ✓ **To discuss potential barriers preventing media treatment which includes diversity**

**Duration:** 60 to 80 minutes

**Equipment:** Pens and paper

**Media resources:** A list of topics, events or competitions to cover

**Observations:** The activity could be centred on topics specific to sport

**Organisation:**

<b>Class configuration</b>	<b>Time in minutes</b>	<b>Sequence of activities</b>
GR	5'	Introduce the activity by presenting a range of topics on which articles may be written  Divide participants into at least two groups. Each group should choose a topic.
PRS	20'	Each group writes an article on the chosen topic, including some stereotypes and/or prejudices.
GR	10'	When the results are brought together, each group shows what it has produced to the others.  A discussion is held between a "group(s) of readers" endeavouring to identify the stereotypes in the production and a "group(s) of journalists" defending their position
GR	30'	Repeat this discussion with the other productions, reversing the roles
GR	15'	End the activity with a discussion on the mechanisms whereby stereotypes and prejudices are introduced

**Variante:** The role play approach could be enhanced through the introduction of roles in addition to those of the journalists and readers: participants may represent the people featured in the article or investors in the Newspaper Company, etc.

**Suggested follow-up activities:**

**Stereotypes and representations** Unit: *Activity n° 8. Imagine media coverage*

**Journalism's our job** Unit: *Activity n°12. Information hooligans*



## Activity N° 11

**Title:** Choosing images

Analysis

France

**Key words:** Image / Language / Diversity

### Target groups:

- Journalism students
- Professional journalists
- Other media professionals
- Media literacy trainers

**Context:** Choosing images to illustrate a newspaper article is not an insignificant exercise. Choosing means rejecting. And in this case, choosing also means designating. By associating an image with an article, participants will realise this. This experience will also entail an analysis of the functions of images in the press.

### Objectives:

- ✓ **To identify the functions of images in the press**
- ✓ **To analyse the language of images**
- ✓ **To raise awareness of the choosing dimension**

**Duration:** 60 minutes

**Equipment:** none

**Media resources:** A set of press articles from which any illustrations and captions have been removed.

Preparation should entail:

- Collecting the illustrations of the selected articles, without their captions
- Adding to these any other images you like
- Keeping the original material

**Observations:** The activity could also be carried out using a set of media materials relating solely to sport.

**Organisation:**

<b>Class configuration</b>	<b>Time in minutes</b>	<b>Sequence of activities</b>
GR	5'	Introduce the activity by presenting the collected illustrations  Divide the participants into sub-groups and give to each one of the articles, without its illustrations
PRS	10'	Each sub-group chooses the illustration that most closely matches the article, then analyses its different elements and writes a caption.
GR	20'	The illustrated articles are brought together. Each group is asked to explain the choices made and its analysis of the illustration.
GR	20'	Show the article with its original photo  Using these examples, identify and discuss the functions of images in the print media

**Variante:** This activity could be carried out in the same way to provide media education on the relationship between images and text in the print media.

**Suggested follow-up activities:**

**Language and words** Unit: *Activity n°21. Reporting on a non-event*

**Images** Unit: *Activity n°15. One, two, tweet!*

## Activity N° 12

**Title:** Information hooligans

Analysis

Belgium

**Key words:** Internet / Reception / Discrimination

**Target groups:**

- Journalism students
- Professional journalists
- Media literacy trainers

**Context:** Passion, rage, aggression, inappropriate comments: the posting of articles or reports may sometimes give rise to controversy or discriminatory language among Internet users making comments. What triggers this? Who is responsible? This analysis and discussion activity encourages participants to find out who are the “information hooligans”.

**Objectives:**

- ✓ **To examine how information is received in on-line forums**
- ✓ **To identify the elements that trigger discriminatory or racist remarks**
- ✓ **To reflect upon the idea of responsibility for remarks made**

**Duration:** 60 minutes

**Equipment:** Computers, tablets or smart phones connected to the Internet

**Media resources:** A list of news media (print, web or audio-visual) websites that allow comments from readers

**Observations:** The activity could also be carried out using a set of media materials relating solely to sport.

**Organisation:**

<b>Class configuration</b>	<b>Time in minutes</b>	<b>Sequence of activities</b>
GR	5'	Introduce the activity, present the objectives of the exercise and ask participants to get together in twos or threes around a computer or tablet
PRS	10'	Find among news websites (print, audio-visual or other) an article that has generated several comments from users
PRS	10'	Identify the dynamics of the comments and their links with the original report/article: <i>Are there any discriminatory or racist arguments or remarks? Which elements triggered these: the content of the report/article, the angle chosen by the journalist, a comment by a user?</i>
GR	15'	Pool the observations by asking each sub-group to present the selected article, the types of comments noted and the elements that triggered these
GR	20'	Extend the analysis with a collective discussion on the dynamics of the comments, editorial responsibility for the remarks (of the journalist, the Internet users) and the restraint of on-line articles

**Variants:** The articles could be found by the trainer beforehand. If used for media education, this activity could explore in more detail the idea of citizen journalism and the concept and dynamics of digital identities.

**Suggested follow-up activities:**

**Journalism's our job** Unit: *Activity n°13. Keep an eye on it!*

## Activity N° 13

**Title:** Keep an eye on it!

Analysis

Romania

**Key words:** Monitoring / Context / Analysis

### Target groups:

- Journalism students
- Professional journalists
- Other media professionals
- Media literacy trainers

**Context:** As far as sport is concerned, what exactly do the media talk about? What do they say, and how? Analysing different types of sports subjects and the way in which they are dealt with enables participants to discern the general agenda-setting trends imposed by some of the media around them. This activity, which focuses on the media context, provides a productive framework for other types of activities related to diversity and non-discrimination issues.

### Objectives:

- ✓ **To develop skills for analysing media products**
- ✓ **To learn to describe general trends in terms of the inclusion of diversity in the media**
- ✓ **To provide information about the production and distribution context of sports journalism**

**Duration:** 60 to 90 minutes

**Equipment:** Pens and paper

**Media resources:** Several copies of any daily and sports newspapers and/or several television news bulletins or other current affairs programmes. This material should come from media sources that are part of the participants' media environment. It should cover events over a predetermined period of time. The on-line versions of these media could also be included.

**Observations:** This analysis and monitoring activity could also relate to participants' own printed, radio or television media. A method would then have to be found of preventing the professional participants from engaging in entrenched defence of their own products.

**Organisation:**

<b>Class configuration</b>	<b>Time in minutes</b>	<b>Sequence of activities</b>
GR	5'	Introduce the activity by presenting the different types of media  Form sub-groups and give them a set of media material
PRS	20'	The sub-groups then examine the material assigned to them and analyse media coverage of sport on the basis of the following questions: <i>What are the subjects? (What is being discussed?) What makes these newsworthy? (What is said about them?) What angles have been chosen? What production process has been followed? (In what way is the subject talked about?)</i>
GR	30'	Share the observations made within the group as a whole
GR	15'	Discuss general media coverage trends in the environment analysed

**Variants:** This activity could be organised over a longer period of time through ongoing monitoring of sport coverage in the selected media. Observations could be pooled on a regular basis. Media literacy trainers could extend the activity by comparing the coverage of given subjects by different types of media and their intrinsic qualities (formats, updates, working methods, functions, etc).

**Suggested follow-up activities:**

**Journalism's our job** Unit: *Activity n°17. Let's play like in a newsroom!*

## Activity N° 14

**Title:** Cartoon characters transformed!

**Key words:** Culture / Stereotype / Diversity

Analysis

European encounter

### Target groups:

- Journalism students
- Professional journalists
- Other media professionals
- Media literacy trainers

**Context:** How is diversity incorporated into strip cartoons? And what would happen if our cartoon heroes changed their origin, gender or physical appearance? Through this short analysis and production activity, participants explore the concepts of archetype and stereotype and examine their discriminatory dimensions.

### Objectives:

- ✓ **To identify the archetypal dimension of strip cartoons**
- ✓ **To give thought to the presence and role of stereotypes**
- ✓ **To discuss the discrimination conveyed by strip cartoons**

**Duration:** 60 minutes

### Equipment:

- Pens and paper
- Sketching equipment (optional)

**Media resources:** A collection of cartoons whose heroes are well known to the public

**Observations:** Prepare in advance a list of cartoon characters who could undergo a transformation. For example, Superman could be gay, the Smurfs could be Chinese, Tintin could have lost his sight, etc.

**Organisation:**

<b>Class configuration</b>	<b>Time in minutes</b>	<b>Sequence of activities</b>
GR	10'	Introduce the activity and present the various cartoons selected  Discard any that might be unknown to the participants  Distribute the cartoons to the different sub-groups
PRS	5'	For each cartoon, alter or interchange the heroes' physical, social and cultural attributes
PRS	20'	Each sub-group follows the general thread of the story as thus transformed. The aim is to identify the stereotypes in the cartoon and to think about the possible changes in the narrative of the story that the transformation would produce.
GR	25'	The sub-groups pool their work and discuss the functions of the stereotypes and discrimination conveyed by cartoon strips.

**Variants:** A storyboard could be produced with the most emblematic scenes in which the transformed heroes face discrimination. A discussion could also be held about what would happen in a story reflecting diversity.

**Suggested follow-up activities:**

**Stereotypes and representations** Unit: *Activity n°19. Parody yourself!*

**Using games and humour** Unit: *Activity n°19. Parody yourself!*



## Activity N° 15

**Title:** One, two, tweet!

Analysis / Production

European encounter

**Key words:** Image / Information / Language

### Target groups:

- Journalism students
- Professional journalists
- Other media professionals
- Media literacy trainers

**Context:** Say it in 140 characters! This is the slogan of the micro blogging site Twitter, and it's the challenge facing the participants in this activity. Describing images that illustrate diversity, the aim is to convey the key information in a single sentence and to identify the associated stereotypes.

### Objectives:

- ✓ **To practise describing a news image relating to diversity**
- ✓ **To endeavour to keep to the essential information**
- ✓ **To raise awareness about the presence of stereotypes**

**Duration:** 45 to 60 minutes

### Equipment:

- Pens and paper
- Internet access

**Media resources:** A set of images on diversity (ethnic, gender, social status, etc)

**Observations:** Ensure that the participants have a Twitter account ([www.twitter.com](http://www.twitter.com)). If necessary, ask them to create their own or activate a joint one. The use of a common hashtag (a keyword preceded by the # sign) will facilitate the pooling of results.

**Organisation:**

<b>Class configuration</b>	<b>Time in minutes</b>	<b>Sequence of activities</b>
GR	5'	Introduce the activity and present the collection of illustrations  Give each participant a photograph
IND	5'	ONE: Ask participants to look at the photo and describe it
IND	10'	TWO: ask participants to write a caption corresponding to the image
IND	10'	TWEET: ask participants to "tweet" <sup>2</sup> the image and caption
GR	20'	Ask participants to follow the discussion together via the selected #hashtag and get them to discuss the results

**Variante:** The media education teacher could use this activity to analyse and discuss the functions and uses of a micro blogging site such as Twitter, particularly where its journalistic dimension is concerned.

**Suggested follow-up activities:**

This is the final activity of the **Language and words** Unit.

**Images** Unit: *Activity n°9. Bend it like Beckham*

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<sup>2</sup> Publish the image accompanied by a message of a maximum of 140 characters on the Twitter.com website.

## Activity N° 16

**Title:** Checklist

Analysis / Self-  
criticism

**Key words:** Practices / Diversity / Evaluation

**Target groups:**

- Professional journalists
- Editorial boards
- Journalism students

**Context:** Initially designed as a monitoring tool for an editorial board, this checklist process can also be used for training purposes. In this case, the journalists gradually develop the list on the basis of their practices and the discussions within the editorial board. The method used for drawing up the checklist is at the trainer's discretion.

**Objectives:**

- ✓ **To consider possible ways of promoting inclusive diversity practices**
- ✓ **To ensure non-discrimination and the inclusion of diversity within editorial practices**
- ✓ **To facilitate the discussion of diversity within the editorial board**

**Duration:** None specified

**Equipment:** A board permanently in place in the newsroom

**Media resources:** The editorial staff's media products

**Observations:** A proposed list of questions is appended.

**Organisation:**

<b>Class configuration</b>	<b>Time in minutes</b>	<b>Sequence of activities</b>
GR		During editorial board meetings, identify the main questions that could serve as individual and collective benchmarks enabling each sub-editor's practices to be analysed
GR		Write these guidelines on the board, which is to remain permanently in place in the newsroom
IND		Invite members of the editorial team to make a periodic evaluation of their practices based on these questions
GR		A collective evaluation technique can be left on the board, inviting the editorial board to monitor changes in its journalistic practices in respect of the inclusion of diversity.

**Variante:** If targeted at journalism students, this activity would focus more on the drawing up of the list than on checking it.

**Appendix:** The proposed list is divided into five main areas or fields of interest: subjects, editorial process, self-analysis, relations with the public and feedback.

1. Area 1 - **Subjects** - Which subjects have we opted to cover? Which ones have we decided to leave out? Which aspects and from which viewpoint have we decided to cover them?
2. Area 2 - **The editorial process** - What kind of editorial culture emerges from the newsroom/shapes the editorial board? What kind of language do we use for stories and how do we highlight ideas and opinions? Do we pay attention to language choice and to the words used? Are decisions left to each journalist, and in what way does the editor have his or her say regarding the decisions made?
3. Area 3 - **The journalist's self-analysis** - Major and minor decisions of an article: what should be said? What should be left out? How do I perceive my active role in society? How do my own ideas and opinions guide me or lead me astray during the production process? Do I recognise how my own views affect my work?
4. Area 4 - **Relations with the public** - Who am I writing for? Who do we serve? How can we guarantee the quality and diversity of the articles produced? Are we equally attentive to all groups in society?
5. Area 5 - **Feedback** - Do we get real feedback, or is it more of a form of conversation in the newsroom? Feedback tools: how do we use them? How can feedback be improved and encouraged? Can we ourselves be more active when it comes to feedback? What are the specific tools we use in order to receive and give more feedback from and to both the public and colleagues?

**Suggested follow-up activities:**

**Journalism's our job** Unit: *Activity n°20. Field work!*

## Activity N° 17

**Title:** Let's play like in a newsroom!

Role play

France

**Key words:** Choice / Role play / Diversity

### Target groups:

- Journalism students
- Professional journalists

**Context:** Various issues arise on an editorial board: what are the arguments that justify media coverage of a given aspect of diversity? For what reasons are decisions taken? How can we participate in decisions? *Shall we pretend we're on the editorial board?* This activity, based on role play, is designed to get participants discussing the factors that promote or hamper the inclusion of diversity in editorial practices.

### Objectives:

- ✓ **To raise awareness of the choice and decision-making dimension**
- ✓ **To practise putting forward arguments about editorial decisions regarding diversity**
- ✓ **To discuss the factors that promote or hamper the inclusion of diversity in editorial practices**

**Duration:** 60 minutes

**Equipment:** A list of the different roles of members of an editorial board (and their accessories if required): editor, journalists from the different sections, copy editors, photo editors, etc.

**Media resources:** Issues emerging from reports on diversity (facts, angles, target groups, etc), whether real or thought up by participants

**Organisation:**

<b>Class configuration</b>	<b>Time in minutes</b>	<b>Sequence of activities</b>
GR	5'	Introduce the activity by giving each participant a (specific or random) role
	10'	Ask participants to think out in advance the arguments they may need in order to fulfil their role (submitting story ideas, arguments to defend proposals, etc)
GR	20'	Start the editorial board meeting  Ensure that all members play the roles assigned to them
GR	25'	Debrief on the role-play exercise (content, roles, etc)  Discuss the factors that facilitate or hamper the inclusion of diversity in editorial practices (arguments, attitudes, positions, etc)

**Suggested follow-up activities:**

This is the final activity in the **Games and humour** Unit.

**Journalism's our job** Unit: *Activity n°16. Checklist*

## Activity N° 18

**Title:** Behind the scenes

Production / Role play

European encounter / Romania

**Key words:** Event / Sport / Encounter

### Target groups:

- Journalism students
- Professional journalists
- Other media professionals
- Media literacy trainers

**Context:** Through this activity, the Olympic Games or a national or international championship offer excellent opportunities to raise journalists' awareness about the inclusion of diversity and non-discrimination in their practices. Through the organisation of a workshop, a seminar or a "speed-dating"<sup>3</sup> session, participants are given an opportunity to encounter other professional or cultural practices, promoting discussion of diversity and non-discrimination issues.

### Objectives:

- ✓ **To raise awareness about the inclusion of diversity in sports journalism practices**
- ✓ **To facilitate meetings between journalists**
- ✓ **To encourage comparisons between different journalistic cultures and professional practices**

**Duration:** 3 to 4 hours

### Equipment:

- A sufficient number of tables and chairs
- Projection equipment (video projector, screen, etc)
- Something that makes a noise to indicate when partners are to be changed (a whistle, bell, music, or similar)

### Media resources:

- Examples of good professional practices illustrating the inclusion of diversity and non-discrimination in their journalistic work
- A list of key questions on the theme of diversity and non-discrimination to facilitate discussions during the speed-dating

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<sup>3</sup> Speed-dating entails a series of timed encounters for discussions. Pairs of participants sit together at tables. After a set number of minutes (e.g. 10 minutes), one of the two moves to the next table. The event depends on rapid changes of partners.

**Observations:** This activity takes place behind the scenes of a selected sporting event (Olympic Games, a national championship, etc). The logistics need to be organised as if it were a social event: venue, communication, organisation, etc. It is important to choose the time that seems most appropriate for this event, in order to have the maximum number of participants. Provide for some informal time (coffee break, another meeting, etc) to enable the journalists / other media professionals / media literacy trainers to continue their discussions.

**Organisation:**

<b>Class configuration</b>	<b>Time in minutes</b>	<b>Sequence of activities</b>
GR	15'	Welcome participants and introduce the meeting by explaining how it will be organised and what it will seek to achieve.
GR	15'	Illustrate the themes to be covered by sharing some examples of good practice (give the floor to invited journalists, experts, etc)
GR	10'	Start the "speed-dating" activity by giving details of its organisation and the instructions (spatial arrangement, timing, order of partners, etc)  Display suggested key questions to steer the speed-dating
PRS	1 h	In pairs, participants introduce themselves and share their thoughts about their professional situations and practices (related to diversity and non-discrimination issues). They are invited to make use of the key questions.  At regular intervals (to be determined, for example every 10 minutes) they change partners.
GR	1 h	The whole group gets together, and participants talk about the key aspects of their discussions. They also evaluate the organisation of the meeting.  This may also offer an opportunity to discuss possible further developments of this type of meeting.

**Variants:** The "speed-dating" format could easily be replaced by other patterns of discussion or by meetings such as thematic working groups or "show and tell" sessions (presentations of their work in small groups or on stands).

**Suggested follow-up activities:**

This is the final activity in **the Journalism's our job** Unit and the **Sport** Unit.



## Activity N° 19

**Title:** Parody yourself!

Production

European encounter

**Key words:** Production / Humour / Stereotypes

### Target groups:

- Journalism students
- Professional journalists
- Other media professionals
- Media literacy trainers

**Context:** The challenge of parody is to mimic what someone says or how they say it in a way that makes fun of them. Participants in this fun production activity are challenged to apply parody to their own stereotypes or to those of a group to which they belong.

### Objectives:

- ✓ **To work on stereotypes and clichés**
- ✓ **To develop self-criticism and shift opinions**
- ✓ **To acquire or rediscover the art of parody**

**Duration:** 5 to 6 hours spread over several sessions.

### Equipment:

- Flipchart or similar sheets and marker pens
- Production equipment as required (cameras, camcorders, mobile phones, computers with Internet access, etc)
- Projection equipment (e.g. computer and projector)

**Media resources:** A selected parody of an advertisement or a series which highlights the characteristic features of this media genre (perhaps from a website hosting on-line videos)

**Observations:** To develop the editorial and technical aspects and the production phase, this activity may be divided into several sessions over a period of time. Clear guidelines on the expected outcome (duration, context, etc) will facilitate the production phase.

**Organisation:**

<b>Class configuration</b>	<b>Time in minutes</b>	<b>Sequence of activities</b>
GR	15'	Introduce the activity by distributing the selected parody and inviting participants to observe the major mechanisms of the parody genre
GR	15'	Collectively identify the key elements observed (e.g. inversion, exaggeration, accentuation, multiplication, anachronism, spatio-temporal transfers, contrasts, jokes, puns, etc) and define the genre and what it seeks to achieve
PRS	10'	In sub-groups, select a feature common to the participants which will be the focus of stereotyped verbal treatment (nationality, gender, physique, etc)
PRS	3 hours	Perform a parody, instructing participants to highlight the most frequently-used stereotypes relating to the chosen aspect of diversity.
GR	1 hour	Disseminate the outcomes.
GR	30'	Organise a discussion of the roles and uses of stereotypes in the representation of different groups and cultures, etc.
GR	15'	Conclude and debrief about the "decentring" process that may have been necessary for the self-criticism of participants' and the group's own representations

**Variants:** Participants' productions could also be considered in comparison to professional media outputs produced on the same theme. The aim would then be to analyse how stereotypes related to diversity issues are either parodied or not. For media education purposes, this activity could be organised with groups who do not feature much in the media, such as youngsters, immigrants, etc. This would enable them to express their own views about others' representations of them.

**Suggested follow-up activities:**

This is the final activity of the **Stereotypes and representations** Unit.

**Using games and humour** Unit: *Activity n°17. Let's play like in a newsroom!*

## Activity N° 20

**Title:** Field work!

Production / Encounter

Romania / Belgium

**Key words:** Field work / Encounter / Community

### Target groups:

- Journalism students
- Professional journalists

**Context:** Investigative activities like this one are perceived as an essential step in the media production process, encouraging journalists, whether students or professionals, to get out in the field and learn more about the communities that are the subject of their productions. This simple activity could be part of a broader media production series.

### Objectives:

- ✓ **To get to know the social, cultural and political relations of groups or communities which suffer discrimination**
- ✓ **To gather documentation and establish a database of contacts in order to organise appropriate coverage of these groups**
- ✓ **To practise other methods of investigative journalism**

### Duration:

- Introductory session: 60 minutes
- Investigation and production phase: timing to be determined according to context
- Closing session: 30 to 45 minutes

**Equipment:** As chosen by the participants.

**Media resources:** By way of an introduction, some media items on the communities targeted during this activity could be collected.

**Observations:** Participants could be allowed to choose for themselves which groups or communities to investigate.

**Organisation:**

<b>Class configuration</b>	<b>Time in minutes</b>	<b>Sequence of activities</b>
GR	20'	Introduce the activity with a collective discussion about the target groups to be investigated (a Muslim women's football club, a local disabled sports club section, etc)  Divide participants into sub-groups to deal with the different target groups
PRS	20'	Identification by participants of their own individual and collective representations of the target group
GR	15'	Finalise the timeframe and expectations of the phase involving the investigation of and meetings with the target groups
PRS	No set time	Field investigation and production of a report: using investigative journalism methods and techniques, the various working groups get out in the field to investigate their target groups' social, cultural and political relations. They produce a report from an angle of their own choice.
PRS	No set time	Meet the target group again and present the report produced in order to obtain feedback from it (optional)
GR	30'	Close this investigative process with a debriefing session on the opportunities and obstacles encountered during this experience  Discuss potential changes in the representations conveyed

**Variants:** For journalism students, the introductory session could include a methodological part on investigative journalism techniques. The whole process could also be organised entirely with the identified partner (meeting phase, production phase and evaluation phase).

**Suggested follow-up activities:**

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**Journalism's our job** Unit: *Activity n°18. Behind the scenes*

## Activity N° 21

**Title:** Reporting on a non-event

Production

France

**Key words:** Event / Sport / Discourse

**Target groups:**

- Journalism students
- Professional journalists
- Other media professionals
- Media literacy trainers

**Context:** Nothing much is happening during a sports event. There are no major surprises, no outstanding moments during the game. But the journalist needs to enthral the audience! What is there to say? How can an event be made exciting? When a reporter needs to inject some dynamism into a sports event, he or she will spontaneously describe it using names, contrasts, clashes, and sometimes stigmatisation. Through a short production exercise, participants are invited to analyse the elements that build up a story and make an event of it.

**Objectives:**

- ✓ **To analyse the building up of a "sports story"**
- ✓ **To identify the discursive aspects of media coverage of an event**
- ✓ **To raise awareness about the dimension of choice**

**Duration:** 60 minutes

**Equipment:** Pens and paper

**Media resources:** The scenario (audio-visual, written, etc) of a sports event during which there is little action. Possible examples are part of a football match in which no great skill is shown and no goals are scored, a cycle race in which no-one breaks away from the pack, a marathon where the leading runners are bunched together, etc.

**Organisation:**

<b>Class configuration</b>	<b>Time in minutes</b>	<b>Sequence of activities</b>
GR	5'	Introduce the activity and set out the situation: "A <i>competitive sports event is in progress</i> (cf. details of the media material) <i>during which not much is happening. However, you have to talk about the event on the radio for three and a half minutes. What can you find to say?"</i>
PRS	15'	Form sub-groups and ask them to prepare a radio commentary
GR	20'	<i>You're on air!</i> Each sub-group offers its commentary.
GR	20'	Discuss the ways people find to make a sports event exciting (what is at stake, points of interest, etc)  Assess whether making a sports event seem more exciting leads journalists to draw on certain prejudices or discriminatory elements

**Variante:** If organised as a media education activity this exercise would focus more on analysis of commentaries (use of a non-fictional situation), despite perhaps being introduced through the production situation described above. The participants would be invited to identify different types of information (comments, choice of focus, etc) and to grasp the ways used to make the action seem exciting.

**Suggested follow-up activities:**

**Language and words** Unit: *Activity n°15. One, two, tweet!*

**Sport** Unit: *Activity n°18. Behind the scenes*

## Activity N° 22

**Title:** What a story!

Analysis

Belgium

**Key-words:** Stereotype / Story / Sport

**Target audiences:**

- Journalism students
- Professional journalists
- Other media professionals
- Media literacy trainers

**Context:** What are our own representations of daily news media? What stereotypes influence us when we think about media coverage of a sports event in the papers? This exercise gives us an awareness of these and enables us to compare them with those in the articles with sport as their subject or context.

**Objectives:**

- ✓ **To distinguish between the types of information conveyed by sports stories**
- ✓ **To identify the stereotypes in sports stories**
- ✓ **To analyse the links between the presence of stereotypes and the different types of sports stories**

**Duration:** 95 to 120 minutes

**Equipment:**

- Pens and paper
- Felt tips/highlighters of different colours

**Media resources:** Media productions (newspaper articles) from the sports press written by journalists

**Organisation:**

<b>Class configuration</b>	<b>Time in minutes</b>	<b>Sequence of activities</b>
GR	20'	Define the stereotype concept  Define the different story levels: <ul style="list-style-type: none"> <li>• Report on a sports event (e.g. a football match)</li> <li>• Story relating to a sports event (e.g. spectator behaviour)</li> <li>• Sport-related story (e.g. about a player's love life)</li> <li>• Story connected with the world of sport (e.g. a journalist writes about his/her job or working conditions)</li> </ul>
IND	5'	Distribute a set of newspapers to each participant and indicate which article they are to work on
IND	15'	Ask each participant to mark the different levels of the story in the article (using a different colour for each)
IND	15'	Invite each participant to identify the language markers that express or lead to stereotyping
GR	20-35'	Ask each participant to present his/her analysis and observations
GR	20'	During a group discussion, ask participants to draw conclusions from their observations by considering various questions: <ul style="list-style-type: none"> <li>• Are there any stereotypes in the texts analysed?</li> <li>• If so, at what level of the story are they?</li> <li>• How will these observations influence their future working practices?</li> </ul>

**Variants:** If the target audience consists of students, they may also work on what they have produced themselves. For this activity, media literacy trainers will use texts of their choice. They may also ask participants to analyse the distribution (presence/absence) of these different story levels according to the different types of press.

**Suggested follow-up activities:**

**Stereotypes and representations** Unit: *Activity n°22. Eddy Mercury calls it a day*

**Sport** Unit: *Activity n° 9. Bend it like Beckham!*



## Activity N° 23

**Title:** Eddie Mercury calls it a day

Awareness-raising

Belgium

**Key-words:** Stereotype / Celebrities / Sport

### Target audiences:

- Journalism students
- Professional journalists

**Context:** Eddie Mercury ends his career! What will his press legacy be? Journalists highlight certain characteristics of sportspersons in their “tributes”, but are these free from stereotypes?

### Objectives:

- ✓ **To shift the focus from one’s personal representations**
- ✓ **To become aware of the frames of reference of a media outlet and its content**

**Duration:** 60 minutes

### Equipment:

- Pens and paper
- Computer

**Media resources:** A fictitious biography of a fictitious sportsperson invented by the trainer on the basis of media resources known to the group

**Organisation:**

<b>Class configuration</b>	<b>Time in minutes</b>	<b>Sequence of activities</b>
GR	10'	Introduce a fictitious sportsperson and provide invented biographical details
IND	20'	Ask each participant to write a short article about the end of this sportsperson's career, based on the biography and adding at least one characteristic not related to sport <sup>4</sup>
PRS	15'	Divide participants into pairs and ask them to discuss their productions. This feedback should enable them to become aware of their own representations
GR	15'	Summarise what they experienced and initiate a debate on the representations of sportspersons in the press

**Variants:** The target audience may consist of a mixture of students and professional journalists. The activity may also be based on genuine elements (a real sportsperson with her/his own biographical and sporting details) in order to go on to compare the tribute articles at the end of his career imagined by the participants and those that have appeared in the press.

**Suggested follow-up activities:**

**Sport** Unit: Activity n°24. *Off to the Olympics!*

**Stereotypes and representations** Unit: Activity n°14. *Cartoon characters transformed!*

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<sup>4</sup> i.e. one that concerns the sportsperson but has nothing to do with his/her sporting skills (e.g. a girlfriend/boyfriend)

## Activity N° 24

Analysis

France

**Title:** Off to the Olympics!

**Key-words:** Gender / Representations / Media treatment

**Target audiences:**

- Professional journalists
- Journalism trainers
- Media literacy trainers

**Context:** Like their male counterparts, the Belgian women's hockey team qualified for the Olympic Games! Did the media treat the two teams in the same way? How did the Belgian press describe these hockey "heroes"? Issues of gender and journalistic style arise.

**Objectives:**

- ✓ **To analyse media treatment of sports news, representation mechanisms in relation to non-discrimination and the gender issue.**
- ✓ **To identify possible differences in the media treatment of men's and women's sports events**

**Duration:** 90 minutes

**Equipment:**

- Pens and paper
- Computer

**Media resources:** A range of media content (printed, radio, TV, Internet links) relating to the event concerned. The event will preferably be a win for both the men's and the women's' national teams.

**Observations:** We have taken Belgium as our example, but this exercise can be applied to any other country's national women's and men's teams in one and the same sporting discipline.

**Organisation:**

<b>Class configuration</b>	<b>Time in minutes</b>	<b>Sequence of activities</b>
GR	10'	Introduce the activity and present the objectives  Introduction to the sports event in its context (wins for both the men's and the women's team)
GR	15'	Show selected TV commentary on the event  Play back the corresponding radio excerpts  Distribute printed press reports on the event
PRS	20'	Create an even number of sub-groups  Ask half of these groups to work on the men's win and the other half to work on the win by the women's team  Ask each sub-group to analyse the material (audio, printed and video), identifying the following: <ul style="list-style-type: none"> <li>- The narrative elements within the lexical field of emotion</li> <li>- The narrative elements within the lexical field of information</li> <li>- The narrative elements used to tell the story</li> </ul>
GR	20'	Ask each sub-group to present to the others their analysis and their interpretation of the observations
GR	20'	Ask participants to identify the differences in media treatment (if any) of the wins by the women's and the men's teams

**Variants:** The target audience may be composed of a mixture of students and news professionals. This analysis may also be applied to other news fields (politics, economics, etc).

**Suggested follow-up activities:**

**Sport** Unit: *Activity n° 22. What a story!*

**Stereotypes and representations** Unit: *Activity n°22. What a story!*

This is the final activity of the **Gender** Unit.

## TRAINING ACTIVITIES & UNITS

Presentation of the various thematic training units joining several activities previously introduced; some of these activities can be used for several training units. The classification of activities by increasing order does not in any case indicate a pedagogical progression.

Units	Activity	Title	Type	Content	Public
<b>Stereotypes &amp; Representations</b>	<b>1</b>	<b>It's your turn!</b>	Awareness-raising	Match between stereotyped participants	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>2</b>	<b>No gender</b>	Awareness-raising	A short production exercise relating to a sports event in a category (men's/women's sport) not revealed	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>4</b>	<b>Fitting the frame</b>	Awareness-raising	Gender representations and game on portrayal	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>6</b>	<b>Show me your ID please!</b>	Identification	Identity constructs of athletes	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>8</b>	<b>Imagine media coverage</b>	Identification / Analyse	Creation of media coverage and compare the participants' representations with those of newspapers	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>10</b>	<b>Writing about and overcoming prejudice</b>	Analysis	Short production and role games	Journalism students Professional journalists Other media professionals Media literacy trainers

	<b>14</b>	<b>Cartoon characters transformed!</b>	Analysis / Short production	Changing cartoons' heroes	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>19</b>	<b>Parody yourself!</b>	Production	Production of a parody on stereotypes	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>22</b>	<b>What a story!</b>	Analysis	Identify the language markers in sports media coverage	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>23</b>	<b>Eddie Mercury calls it a day</b>	Awareness-raising	A fictitious biography of a fictitious sports person	Journalism students Professional journalists
	<b>24</b>	<b>Off to the Olympics!</b>	Analysis	Analysis of differences of treatment between men and women	Professional journalists Other media professionals Media literacy trainers
<b>Language and words</b>	<b>2</b>	<b>No gender</b>	Awareness-raising	A short production exercise relating to a sports event in a category (men's/women's sport) not revealed	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>3</b>	<b>Guess who?</b>	Awareness-raising	Guessing game on celebrities	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>5</b>	<b>Don't say that! Use another word!</b>	Awareness-raising / Identification	Prohibited words in live commentaries	Journalism students Professional journalists Media literacy trainers

	<b>6</b>	<b>Show me your ID please!</b>	Identification	Identity constructs of athletes	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>7</b>	<b>Where are the women?</b>	Identification	Analysis of gender representation	Journalism students Professional journalists Media literacy trainers
	<b>11</b>	<b>Choosing images</b>	Analysis	Writing of captions in relation to images and texts	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>15</b>	<b>One, Two, Tweet!</b>	Analysis / Production	Describing an image, writing its caption and tweet it	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>21</b>	<b>Reporting on a non-event</b>	Analysis / Production	Commenting a sport event in which nothing much is happening	Journalism students Professional journalists Other media professionals Media literacy trainers
<b>Journalism's our job</b>	<b>10</b>	<b>Writing about and overcoming prejudice</b>	Analysis	Short production and role plays on productions of participants	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>12</b>	<b>Information hooligans</b>	Analysis	Analysis of commentaries on online press	Journalism students Professional journalists Media literacy trainers
	<b>13</b>	<b>Keep an eye on it!</b>	Analysis	Monitoring media contents	Journalism students Professional journalists Other media professionals Media literacy trainers

	<b>16</b>	<b>Check-list</b>	Self-criticism / Analysis	A check-list for self-monitoring practices	Journalism students Professional journalists
	<b>17</b>	<b>Let's play like in a newsroom!</b>	Role play / Self-criticism	Role play on decision-making	Journalism students Professional journalists
	<b>18</b>	<b>Behind the scenes</b>	Role play / Production	Workshop on a sport event	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>20</b>	<b>Field work!</b>	Production / Encounter	Reporting on a community, a discriminating group	Journalism students Professional journalists
<b>Images</b>	<b>4</b>	<b>Fitting the frame</b>	Awareness-raising	Gender representations and game on portrayal	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>7</b>	<b>Where are the women?</b>	Identification	Analysis of gender representation	Journalism students Professional journalists Media literacy trainers
	<b>9</b>	<b>Bend it like Beckham</b>	Analysis	Film analysis	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>11</b>	<b>Choosing images</b>	Analysis	Writing of captions in relation to images and texts	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>15</b>	<b>One, Two, Tweet!</b>	Analysis / Production	Describing an image, writing its caption and tweet it	Journalism students Professional journalists Media literacy trainers



<b>Sports</b>	<b>1</b>	<b>It's your turn!</b>	Awareness-raising	Match between stereotyped participants	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>2</b>	<b>No gender</b>	Awareness-raising	A short production exercise relating to a sports event in a category (men's/women's sport) not revealed	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>3</b>	<b>Guess who?</b>	Awareness-raising	Guessing game on celebrities	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>9</b>	<b>Bend it like Beckham</b>	Analysis	Film analysis	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>18</b>	<b>Behind the scenes</b>	Role play / Production	Workshop on a sport event	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>21</b>	<b>Reporting on a non-event</b>	Analysis / Production	Commenting a sport event in which nothing much is happening	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>22</b>	<b>What a story!</b>	Analysis	Identify the language markers in sports media coverage	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>23</b>	<b>Eddie Mercury calls it a day</b>	Awareness-raising	A fictitious biography of a fictitious sportsperson	Journalism students Professional journalists

	<b>24</b>	<b>Off to the Olympics!</b>	Analysis	Analysis of differences of treatment between men and women	Professional journalists Other media professionals Media literacy trainers
<b>Using games and humour</b>	<b>1</b>	<b>It's your turn!</b>	Awareness-raising	Match between stereotyped participants	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>3</b>	<b>Guess who?</b>	Awareness-raising	Guessing game on celebrities	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>14</b>	<b>Cartoon characters transformed!</b>	Analysis / Production	Changing cartoons' heroes	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>17</b>	<b>Let's play like in a newsroom!</b>	Role play / self-criticism	Role play on decision-making	Journalism students Professional journalists
	<b>19</b>	<b>Parody yourself!</b>	Production	Production of a parody on stereotypes	Journalism students Professional journalists Other media professionals Media literacy trainers
<b>Gender</b>	<b>2</b>	<b>No gender</b>	Awareness-raising	A short production exercise relating to a sports event in a category (men's/women's sport) not revealed	Journalism students Professional journalists Other media professionals Media literacy trainers
	<b>4</b>	<b>Fitting the frame</b>	Awareness-raising	Gender representations and game on portrayal	Journalism students Professional journalists Other media professionals Media literacy trainers

	<b>7</b>	<b>Where are the women?</b>	Identification	Analysis of gender representation	Journalism students Professional journalists Media literacy trainers
	<b>24</b>	<b>Off to the Olympics!</b>	Analysis	Analysis of differences of treatment between men and women	Journalism students Professional journalists Media literacy trainers



## Media, Diversity & Sport - Key Figures!

In Europe, only a quarter of news subjects are women, even though they account for over half of the European population (GMMP, 2010)! While immigrants represent around 10% of the EU population (*Eurostat, 2011*) migrants and ethnic minorities represent less than 5% of the main actors in the news in Europe (*Ter Wal, 2004*). Lesbian, Gay, Bisexual and Transgender (LGBT) people represent roughly 6% of the population of the United Kingdom but account for less than 1% of the population seen on TV. 20% of the British population is disabled but less than 1% is represented in British TV (*CDN 2009-10 Progress Report*).

Through the sources they use, the subjects they select and the treatment they choose, the media influence the agenda (what to think about) and public perception (how to think) of contemporary debates. This is why the Council of Europe considers truly inclusive information - where everyone can participate as witnesses, players, producers etc. - to be crucial for social cohesion and democratic participation. But today, too many people are still excluded from public debates!

The MARS - Media Against Racism in Sport – EU / CoE joint programme chooses to focus, though not exclusively, on sport because it is considered as an important area for building social cohesion as it is also a major sector of investment in the media industry. However, sport media coverage does not reflect social and cultural diversity and does not ensure equity for all. Only 5% of press articles cover cultural and social aspects of sport; 40% of all sport articles refer to only one source and 20 % refer to no sources at all; female athletes have four times more chances to be covered by a female journalist rather than a male one but less than 5% of sport news and stories are made by female journalists (Play the Game, 2005)!

Building upon standards set by various Council of Europe bodies on media pluralism, expression of diversity and non discrimination and the outcome of the 2008-10 CoE's antidiscrimination Campaign, the MARS – Media Against Racism in Sport – EU / CoE joint programme aims at considering non discrimination and expression of diversity as an ongoing angle of media coverage.

Through this approach applied to sport coverage, MARS wants to encourage innovative modes of media content production that could be reproduced in all media sectors and used by any form of media coverage. By stimulating media cross-practices in the field of training, ethics and production, MARS aims at implementing an inclusive and intercultural approach to media content production. To achieve these outcomes, the MARS programme offers media professionals (journalism students and trainers, journalists, media managers, etc.) to participate in National and European Media Encounters and Media Work Exchanges conceived as first steps towards a European media network against racism and for intercultural dialogue.

**More – [www.coe.int/mars!!](http://www.coe.int/mars!!)**