Influences on me: Global media and identity

Strand
Time, Continuity and Change
Culture and Identity

Core learning outcomes

Time, Continuity and Change	**TCC 4.2**	Students illustrate the influence of global trends on the beliefs and values of different groups.
Culture and Identity	**CI 4.2**	Students design an ethical code of personal behaviour based on their perceptions of cultural groups.
	CI 4.3	Students debate how media images concerning gender, age, ethnicity and disability reflect groups to which they belong.
	CI 4.5	Students express how material and non-material aspects of groups influence personal identities.

Purpose and overview

Students consider the groups they belong to and how different aspects of these groups contribute to their personal identity. Students use prior knowledge of groups to come to an understanding of the values and beliefs of these groups. They then move from focusing on the personal influence these groups have on them, to considering the broader context of what influences the values and beliefs of these groups. Attention is particularly focused on the values and beliefs held by young Australians and on the influence of global trends.

Students further their understanding of the global media by considering how other groups are portrayed. They reflect on their own attitudes towards groups distinguished by gender, age, ethnicity and ability. Finally, students develop a personal code of behaviour that reflects how they believe they should act towards various groups in society.

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Phases	Activities	Core learning outcomes	Assessment opportunities
1. Tuning in: What influences who I am?	1. Groups I belong to 2. What is meant by the 'culture' of groups? 3. How do the groups I belong to influence my personal identity? 4. Expressing how groups influence my personal identity	CI 4.5	**Personal choice activity**: Students use a written or non-written mode to express how groups influence their identity (Activity 4).
2. Preparing to find out: What influences the values and beliefs of groups in our society?	5. Groups in our society 6. Beliefs and values of groups are influenced by global trends 7. Global trends 8. Australian young people today 9. Investigating Australian youth and the influence of the global media	TCC 4.2 CI 4.5	**Oral or written report**: Students link values to global trends (Activity 7, TCC 4.2). **KWL chart**: Students identify influences on youth cultures (Activity 8, CI 4.5).
3. Finding out/ sorting out: How does the global media influence the values and beliefs of Australian youth?	10. Global media 11. Analysing the global media — values and beliefs expressed in the global media 12. Values and beliefs of Australian youth 13. Media influences on the values and beliefs of Australian youth today and in the past 14. Sorting and representing information	TCC 4.2 CI 4.3	**Students' analysis** of the values and beliefs evident in a youth medium may provide initial opportunities for assessment of CI 4.3 (Activity 10). **Presentation**: Students select a number of items that represent their values and beliefs and trace their media origins in a presentation (Activity 14, TCC 4.2).
4. Going further/ making connections: How does the media portray different groups?	15. The media's portrayal of groups 16. Is the portrayal accurate? 17. Assessing my attitudes	CI 4.2 CI 4.3	**Debate responses**: Students debate media images (Activity 16, CI 4.3).
5. Taking action: How should I behave towards different groups?	18. My personal actions	CI 4.2	**Personal code of behaviour**: Students create a personal code of behaviours towards various groups in society (Activity 18, CI 4.2).

Assessment

The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

Resource 1

There are many opportunities to assess learning outcomes during this module. Resource 1 describes some specific examples related to each learning outcome. Students should be made aware of the learning outcomes and how they will be assessed before they engage in learning activities. To assist students to understand what they will be expected to know and do, the learning outcomes and assessment

tasks should be explained at the start of the module and before each phase. Assessment of CI 4.5 and TCC 4.2 is in the form of activities sequenced throughout the phases in the module. Separate assessment items could enable students to demonstrate CI 4.3 and CI 4.2.

Assessing learning outcomes at different levels

Activities in this module are designed primarily for students working towards demonstrations of Level 4 learning outcomes. Assessment opportunities may need to be modified or created to enable students to demonstrate core learning outcomes before or after this level. For example:
– Level 3: TCC 3.2, CI 3.2, CI 3.3, CI 3.5
– Level 4: TCC 4.4, CI 4.4
– Level 5: TCC 5.2, CI 5.2, CI 5.3, CI 5.5.

Using this module

Social and environmental inquiry

The investigative phases are based on those described under 'investigating' in the social and environmental inquiries section of the syllabus. They are also an adaptation of an inquiry model sometimes known as 'integrating socially', which is described in *Inquiry Processes in Primary Studies of Society and Environment Key Learning Area*. This paper is available on the Queensland School Curriculum Council website at www.qscc.qld.edu.au.

The activities are underpinned by the values of social justice and peace. These values are defined in the syllabus. They are designed to enable all students to develop an understanding of the diversity of cultural groups in our society and to value this diversity. Students will also explore how these groups are presented in the media and how they create their own identity in various contexts.

Personal and group identity

The activities encourage students to explore their personal identity, the groups to which they belong and the groups to which others belong. Activities also explore how groups and the media influence personal attitudes and behaviours and introduce students to the practices of planning and acting ethically and equitably. Such understandings can contribute to social cohesion at personal and global levels. *Learning: The Treasure Within* (Delors 1996), the report to UNESCO on education in the 21st century, identified four pillars of education: learning to know; learning to do; learning to live together and learning to live with others; and learning to be. The importance of personal and group identity to global cohesion at personal and global levels is explained in the following quote:

> *Learning to live together, learning to live with others: Through the media, the general public is becoming the impotent observer, even the hostage, of those who create and maintain conflicts … The idea of teaching non-violence in schools is laudable even if it is only one means among many for combating the prejudices that lead to conflict. It is a difficult task, since people naturally tend to overvalue their own qualities and those of their group and to harbour prejudices against others.*

> *If one is to understand others, one must first know oneself. To give children and young people an accurate view of the world, education, whether in the family, the community or at school, must first help them discover who they are. Only then will they genuinely be able to put themselves in other people's shoes and understand their reactions. Developing such empathy at school bears fruit in terms of social behaviour throughout life …*

> *Learning to be: The problem [for education is] no longer so much to prepare children for a given society, as to continuously provide everyone with the powers and intellectual reference points they need for understanding the world around them and behaving responsibly and fairly. More than ever, education's essential role seems to be to give people the freedom of thought, judgement, feeling and imagination they need in order to develop their talents and remain as much as possible in control of their lives ... Education as a means to the end of a successful working life is thus a very individualised process and at the same time a process of constructing social interaction.* (pp. 92–95)

Globalisation, media and group cultures

The activities in this module focus on how global media influences youth cultures. The Queensland School Curriculum Council paper Globalisation and Years 1 to 10 Studies of Society and Environment Key Learning Area *describes the cultural implications of globalisation:*

> *Along with the weakening of the nation-state have come challenges to national cultural identity. Stuart Hall claims that 'with the processes of globalisation, that form of relationship between a national cultural identity and a nation-state is now beginning ... to disappear' (1991:22). This cultural change has resulted largely from technological and economic developments described above. Countries around the world have been saturated by media messages and products from dominant (usually Western, mainly US) cultures. Some theorists describe this process as the 'Americanisation' of culture around the world, as US cultural products and images are taken up in a homogenised global culture (Featherstone 1990). However, the homogenisation proceeds alongside some fragmentation, as US cultural influences are sometimes transformed in local settings (such as ethnic 'fast food'), and as there is an increasing resurgence of some local, ethnic cultural practices and products (such as music and dance from Africa, the Caribbean and Ireland). In some cases, that resurgence itself becomes global in its reach (for example, the Riverdance phenomenon).*

Students, therefore, need to understand the forces that work on the construction of their identity and develop the 'freedom of thought, judgement, feeling and imagination they need in order to develop their talents and remain as much as possible in control of their lives' (Delors 1996).

Preparation   Before you begin using this module, read all of the activities as some require preparation of resources.

Background information

Terminology

In this module students have opportunities to become familiar with and use the following terminology:
– consumerism
– culture
– global media
– globalisation
– marginalised
– material aspects of groups
– non-material aspects of groups
– socialisation
– stereotypes

School authority policies

Be aware of and observe school authority policies that may be relevant to this module. This might include behaviour management policies, religious education, peace studies, consumer education, media studies and human relationships education.

Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:
– recognise their individuality and their membership of various groups
– appreciate that personal constructions of identity are influenced by group membership
– appreciate the influence the media has on the construction of personal and group identity
– consider ways to challenge familiar forms of stereotyping, discrimination and/or harassment
– identify the values of various familiar groups and consider how these translate into behaviours
– articulate a personal ethical code of behaviour
– understand their own rights and responsibilities in social contexts
– appreciate the Studies of Society and Environment values of social justice and peace.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers. It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Links

Studies of Society and Environment

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at www.qscc.qld.edu.au for more information.

This module has conceptual and process links to the following modules:
– Level 3: Belonging: Group belonging and perceptions
– Level 4: The telly never lies: Media representations
– Level 5: Talkin' 'bout my generation: Youth cultures.

Other key learning areas

Activities may offer opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, organising ideas and processes within key learning areas is maintained.

Possible links to *The Arts,* especially in Phase 3, include:
– ME 4.1 Students apply media languages and technologies through genre conventions to construct media texts.
– ME 4.2 Students select media forms and apply technologies to construct and present media texts to target an audience.
– ME 4.3 Students analyse the media languages and technologies used by them and others to construct representations using generic conventions.

Possible links to *English* (in development)*,* especially in Phases 3 and 4, include Level 4 core learning outcomes in the following strands:
– Cultural: making meaning in contexts
– Critical: analysing and evaluating texts.

Possible links to *Health and Physical Education*:
– EPD 4.2 Students explore different types of relationships and evaluate standards of behaviour considered appropriate for these relationships.
– EPD 4.4 Students demonstrate skills and actions that support the rights and feelings of others, while adopting different roles and responsibilities in social, team or group activities.

Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:
– teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
– opportunities provided to gather evidence about students' demonstrations of core learning outcomes
– future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
– the extent to which activities matched needs of particular groups of students and reflected equity considerations
– the appropriateness of time allocations for particular activities
– the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

Activities

Phase 1   Tuning in: What influences who I am?

Core learning outcomes emphasis: CI 4.5

In this phase, students participate in activities that allow them to think about the groups they belong to and to consider how the material and non-material aspects of these groups influence their personal identity. It should be made clear to students throughout the activities that a variety of groups contribute to an individual's sense of identity.

Preparation
The following resources will be needed during this phase:
– photographs/illustrations of different groups, such as families, class groups, sporting teams
– a collage of illustrations/photographs and statements representing material and non-material aspects of groups
– magazines and newspapers.

Activity 1   Groups I belong to

Teaching considerations
Find a number of photographs/illustrations of different groups to which students might belong. These groups could include:

– families   – a school band
– a school class   – cultural groups
– sporting teams   – school groups.
– religious groups

Present photographs/illustrations of different groups and ask students to identify groups to which they belong. Further discussion may be necessary to include students not represented by the groups in the photographs. It is important not to make students feel isolated if they cannot identify with the illustrated groups. Select a different set of photographs/illustrations to represent those groups.

Ask students to identify the 'types' of groups these illustrations/photographs represent. This could be achieved through discussion or through a matching exercise (students match the group type with the photograph).

Ask students: 'To which of these groups do you have the strongest sense of belonging?' To help students answer this question, the following could be discussed:
• Who is part of a family?
• Who is in a sporting team?
• Who hangs out with friends on the weekend?
• Who attends school?

Ask students to create a profile of one group to which they have a strong sense of belonging by describing:
– the aims of the group   – how they came to join the group
– membership requirements of the group   – why they joined the group
– meeting times   – what makes this group unique.
– rules of the group

Introduce the purpose of this module through a key question such as: How have groups that you belong to contributed to your personal identity? Describe the inquiry phases of this module and explain that the inquiry process will be used to answer the key question. Make sure students understand how this first activity relates to the investigative phases of the module.

Activity 2   What is meant by the 'culture' of groups?

Discuss definitions of the terms culture, material and non-material.

Help students create a concept web that outlines the culture (common characteristics) of groups. Encourage them to list as many characteristics as possible and to think of 20 if they can. Prompt where necessary with ideas such as language, beliefs, tastes in music, clothes, hairstyles, ideas, ways of talking.

Ask students to categorise the points they have listed into material and non-material aspects.

Present students with a collage of illustrations/photographs and statements that represent a range of material and non-material aspects of groups. Alternatively, students can locate pictures and statements in magazines and newspapers. Ask students to categorise each picture and statement according to material/non-material aspects.

Assessment   Share and discuss student decisions, then ask students to use words or images to individually record how material and non-material aspects of groups may influence personal identities. At this stage, the concept of a personal identity has not been explored and these records should be in the form of hypotheses. Nonetheless, the creation of these records may represent an opportunity to gather evidence of demonstrations of CI 4.5.

Activity 3   How do the groups I belong to influence my personal identity?

Teaching considerations
'Socialisation' is a key term to explore at this stage. This activity provides opportunities to test the hypotheses created in the previous activity.

Explain the difference between material and non-material aspects of groups, then ask students to identify the material and non-material aspects of some of the groups they belong to. The information may be recorded in a table:

Group	Material aspects of this group	Non-material aspects of this group
family		
class		
sport		

Ask students to consider:
– Which aspects of these groups have the most influence on them.
– Whether they would give up anything material or non-material that they share with other members of that group.
– How belonging to each group affects their spending (consumer) habits.
– How belonging to each group affects their attitudes towards people who are not in the group.

You may need to explain to students that their answers reflect how their membership of groups contributes to their individuality and uniqueness. Students could also discuss whether anyone can be aware of all the forces that influence them.

Invite students to create a summary of or illustrate how selected aspects of groups influence their identity — for example, their ideas, behaviour, attitudes, likes, dislikes and abilities.

Activity 4   Expressing how groups influence my personal identity

Resource 1   Students express how groups influence personal identity by completing the first part of Resource 1.

Assessment   This activity provides an opportunity to gather evidence of students' demonstrations of CI 4.5. Some students may have already demonstrated this learning outcome.

Phase 2   Preparing to find out: What influences the values and beliefs of groups in our society?

Core learning outcomes emphasis: TCC 4.2, CI 4.5

In this phase, students use their prior knowledge to come to an understanding of the values and beliefs held by certain groups. Students are moving away from focusing on the influence these groups have on themselves and are now considering the broader context of what influences the values and beliefs of these groups. The activities focus in particular on the values and beliefs of Australian youth and the global trends that influence these values and beliefs.

Activity 5   Groups in our society

Ask each student to compile a list of all the groups that have already been identified plus any others they can think of that are not directly related to their personal situation. Stimulus material such as photographs from magazines may be used to help students consider groups in broader contexts. Prompt them to consider the following groups:

- family
- peer/age
- religious
- gender/sex
- sporting
- geographic
- disability.

Ask students to pass their lists to the person on their left. This person adds a new group to the list. Keep this going for a few rounds to ensure students begin to appreciate the diversity of groups and how each of us may belong to more groups than we at first realise.

Activity 6   Beliefs and values of groups are influenced by global trends

Teaching considerations
Consider your own definitions of beliefs and values and ensure that sensitivity is shown in relation to the culture of the school and the local community. Activities may need to be modified to accommodate beliefs and values of the school.

Make students aware that they will be considering the beliefs and values of groups, not individuals, and provide some basic definitions, for example:

The **values** of a group are:
- characteristics of people admired by members of that group
- ideas that are long-lasting and more important to people than opinions because opinions may change
- ideas that seem logical and have worked well in the past or have some evidence to support them
- debatable and often contradictory, causing people to have to make decisions — for example, I may value getting to somewhere quickly by car, but I also value ecological sustainability and a non-polluted environment, so I should walk
- numerous, but could include honesty, the sanctity of human life, social justice, democratic process, ecological and economic sustainability or peace. These last four are the key values of the Studies of Society and Environment syllabus. You could explain them as:
  - **Democratic process** — values the inclusion of everyone in decision making. Groups that value democratic process believe in the rights of all people to participate in decision making and the responsibility of all people to respect others.

- **Social justice** — values fairness for all. Groups that value social justice believe that all people have a common humanity and that the community's resources should be fairly shared, not just locally, but on a global scale. They are opposed to any form of discrimination.
- **Ecological and economic sustainability** — values the creation of links between caring for nature and creating wealth. Groups that value ecological and economic sustainability want people to understand that natural environments are the basic source of life and that wise use of resources will result in goods and services being available well into the future.
- **Peace** — values cooperation between people. Groups that value peace believe that all people are basically good; that we should try and consider other people's situations; that there is hope for the future and that spiritual parts of life are very important.

The **beliefs** of a group:
- do not necessarily need to be logical, have evidence to support them or have existed in the past
- are taken on trust or faith — for example, I believe that deep down all people are good
- may be based on intuition, feelings or life experiences
- are usually held intensely and personally but, as with religious beliefs, can be held by large numbers of people.

Ask students to form groups of about five people. Distribute an image to all groups — for example, an advertisement depicting people in a group. Ask each group to identify the values and beliefs they think individuals in this group may have in common. Use the 'snowballing' technique to share decisions — each group records its decisions on a piece of paper, screws it up and throws it into the air. Each group retrieves one 'snowball' and uses it to write a definition of the terms values and beliefs and includes specific examples of each.

Students select a group from the list compiled in Activity 5. They record what they think this group may value and believe and explain why they have reached these conclusions.

Activity 7   Global trends

Resource 2

Use this activity to expose students to some global trends, not just in terms of values, but also in general. Provide students with copies of Resource 2 and ask them to:
- read the list of global trends and add two or three more
- describe the *values* that may be associated with each trend.

Ask individuals and groups to report on the trends and values they have added. This can be done verbally, but should involve some use of illustration (see TCC 4.2). Provide groups with butchers' paper and encourage them to illustrate a group value that has been influenced by a global trend by drawing a representation or designing an interactive web page. Then ask students to add some possible sources of evidence that could be used to test the links between trends and values that have been made so far.

Assessment

Students' responses may provide evidence of demonstrations of TCC 4.2.

Activity 8   Australian young people today

Review beliefs and values of groups by asking students to consider the beliefs and values of young Australians today. Define young people as those aged between 11 and 15. Discuss possible commonalities among Australian youth and identify how research could be used to establish whether these actually exist. Use a KWL chart to help guide their thinking.

Group	**K** What I already **k**now about Australian youth.	**W** What I **w**ant to find out about Australian youth.	**L** What I have **l**earnt about Australian youth.
	List material aspects of this group, such as clothes and literature, and non-material aspects, such as values, beliefs and behaviours.		
Australian youth			

Assessment

Provide sources of evidence, both quantitative (such as surveys) and qualitative (such as representative advertisements), so that assumptions in the KWL table can be tested. Students could use this evidence to express how personal identities are influenced by the material and non-material aspects of groups (CI 4.5). Sharing responses should enable students to identify the heterogeneity of Australian youth.

Explain that the following activities will concentrate on how the trend towards global media has influenced young people in Australia. These activities will assist students to further test assumptions, opinions and hypotheses against evidence.

Activity 9   Investigating Australian youth and the influence of the global media

Introduce the focus question:
- How has the global media influenced the values and beliefs of Australian youth?

Ask students to individually develop sub-questions that can be used to investigate the focus question. Sample questions include:
- What is the media?
- What is the global media?
- What are the values and beliefs expressed in the global media?
- What are the values and beliefs of Australian youth?
- How are young people in Australia influenced by the values and beliefs of the global media?

Remind students that they must develop questions, not statements or instructions. Try using the 'passing to the left' strategy to ensure all students have at least ten questions. Ask students to number their questions. Share the sample sub-questions and ask students to create a table that identifies which of their sub-questions could be classified as belonging with each of the sample questions. If some of the questions cannot be classified, talk about them separately.

Phase 3   Finding out/sorting out: How does the global media influence the values and beliefs of Australian youth?

Core learning outcomes emphasis: TCC 4.2, CI 4.3

Students begin to find answers to the questions they have developed about how the global media influences the values and beliefs of Australian youth. They gather and sort information about the global media and Australian youth.

Focus questions:

- What is the media?
- What is the global media?
- What values and beliefs for young people are promoted in the global media?
- What are the values and beliefs of Australian youth?
- How have young people in Australia been influenced by the values and beliefs of the global media?

Activity 10   Global media

Perhaps with assistance from teachers with specialist knowledge in *The Arts*, explain the terms media and global:

– **Media:** the method by which messages are communicated using different technologies, such as radio, television, film, print (books, newspapers, magazines) and the Internet.

– **Global:** spanning the Earth or worldwide.

Provide examples of how the global media can spread ideas throughout the world and influence the material and non-material aspects of a wide range of cultures. Explain that some people believe this is resulting in the creation of shared cultures throughout the world, especially among young people. For example, Australian youth listen to African-American music, play Japanese computer games and wear the latest clothes from Europe and the USA, which are often made in Asia.

Resource 3

Ask how many different forms of media each student is likely to encounter during a day. Have students privately consider this question and then complete the table on Resource 3 by outlining **how** each type of media communicates and the **messages** it communicates. They could use sections of textbooks concerning the global media, search the Internet or discuss the issues with their peers.

Ask students to use images from different media to create a collage that reflects the possible creation of one culture — a global youth culture. This could include advertisements for products available worldwide, such as soft drinks, fast foods and clothing. Compare these with similar images from the past and provide more opportunities for students to demonstrate TCC 4.2.

Consider whether advertisements influence the content of fictional television programs and movies.

Ask small groups of students to consider whether any of the content studied in this module matters and whether the images portrayed by the media of groups they belong to are accurate. For example, invite groups to decide whether the media's image of the following reflects groups to which they belong:

– young people
– disability
– gender
– ethnicity.

Assessment

Evidence of demonstrations of CI 4.3 could be collected during these small group debates or more formal debates may be arranged.

Activity 11   Analysing the global media — values and beliefs expressed in the global media

View a short section of a television program or look at an Internet site that is aimed at young people. Ask students to analyse it and identify the values and beliefs expressed. Explain that what each student identifies may vary and that they should attempt the task without consulting each other.

In small groups, without talking, students communicate the components they identified. One person from each group communicates the findings of the group to the rest of the class, without talking.

Invite students to discuss how difficult this was without sound. Discuss how the communication of values, beliefs and ideas often depends on the form of media involved. Give examples of this using different types of media.

Explain that a trend in media since the invention of cinema around 1900 has been toward the global use of mass-produced cinema, with sound. Before then, there was a reliance on local newspapers and books. Ask small groups of students to decide how one of them, perhaps a student who has not yet demonstrated TCC 4.2, could illustrate the influence of this global trend on the beliefs and values of young people, using mime, writing and drawing, but not sound.

Students decipher and discuss these representations and then consider whether the mass media acknowledges young people who are deaf or have some other disability. Students could plan a debate and discuss how opportunities to assess the core learning outcome CI 4.3 would arise.

Activity 12 Values and beliefs of Australian youth

Explain that a survey could be used to identify common values and beliefs existing among Australian youth, but that it would have to be distributed as widely as possible to be representative. Explain to students that they are to design such a survey that could be completed by a wide cross-section of the population, including as many groups of young Australians as possible. Ask students to individually list groups of young people who should complete the survey if it is to be *representative*. Invite students to share their lists until the lists are exhausted.

Ensure the following major groupings are included:
- male and female
- ethnic
- rural and urban
- religious
- income
- disability.

Remind students of the values and beliefs explored earlier, including the four key values of Studies of Society and Environment. Ask students to list as many values and beliefs as they can that could be surveyed. Prompt by referring to:
- the importance of god, friends, school, family and the natural environment compared to economic growth, money, being fit
- Australia as compared to other countries
- the best type of music, clothes
- other people — for example, whether it is good to be decisive, treating others as you would like to be treated, excluding people who are different, saying nothing if you can't say something pleasant, all people being basically good
- the power of individuals — for example, to control their own destiny
- perseverance, attempting something new
- political parties
- the future — for example, that technology will solve human problems.

Explain that in order to demonstrate TCC 4.2 or CI 4.3, the survey would also need to identify which form of media the respondents believed had influenced these values/beliefs.

With assistance, students continue to design and administer the survey. An analysis of the results would provide an opportunity for students to apply and develop numeracy skills. Alternatively (or in conjunction with the survey), students could design a series of questions which could be used to interview a variety of students in and outside the class group.

Activity 13 Media influences on the values and beliefs of Australian youth today and in the past

Teaching considerations
If students are to understand the influence the global media has on values and beliefs, they need to understand how values and beliefs have developed and changed during the last few decades. To do this, they will need stimulus material related to the history of Australian youth. This could take the form of:
- photographs of Australian youth from the various decades, showing the clothing, posture and attitude expressed/promoted (material and non-material aspects)
- lists of popular television shows and where they originated
- photographs of significant bands from different eras
- list of images from Internet sites aimed at young people.

All the sources need to be critically evaluated. Before students attempt to comprehend their content, they need to consider what they are looking for (the focus questions), the reliability of the evidence (could it have been deliberately falsified?), the representativeness of the evidence (are all sections of society represented?) and why it was created. They also need to learn to look for commonalities in the sources (to corroborate).

Explain that the media did not begin to target young people until the 1950s. As global television began to develop after 1967, a global youth culture was promoted. Assist students to create a timeline that highlights media influences on youth between the 1950s and now — for example, music, television shows and movies. Encourage students to ask parents/caregivers about media images of young people that are remembered.

Assist students to identify the values and beliefs being promoted by the various forms of media — for example, American television shows in the 1950s promoted 'family values' such as respecting parents, father knows best, a woman's place is in the home, young people should be seen and not heard; by the 1970s, the idea that young people were different to older people was being promoted.

Ask small groups of students to discuss:
- How has the global media influenced the values and beliefs of young people throughout the decades?

Activity 14   Sorting and representing information

Resource 1

Using Resource 1, explain the assessment process for TCC 4.2. Students choose a number of media images that represent their values and beliefs. This information could be presented as a poster, flow chart, dramatic/artistic representation or in a multimedia format, such as a web page.

They sort the images using their own categories but guided by the following questions:
- What information is most useful for a presentation?
- What information could be used?
- Is any further information required?
- What is the best way of presenting the information about how accurately media images reflect the values and beliefs of young people? (e.g. poster, flow chart or an electronic form)

Ask students to reflect on their personal values and beliefs and compose statements that explain them, such as:
- I value time spent with friends.
- I value outside activities and sport.
- I value honesty.
- I value things that are genuine.
- I believe in helping my family members.
- I believe it is important to look good in the latest gear.
- I believe I should care for the natural environment.
- I believe I should treat people as I would like to be treated.

Ask students to choose a number of media images that attempt to represent the values and beliefs of young people. Students then create presentations that represent their conclusions about how well media images reflect values and beliefs of young people.

Assessment

Use students' presentations to gather further evidence of demonstrations of TCC 4.2.

Phase 4   Going further/making connections: How does the media portray different groups?

Core learning outcome emphasis CI 4.2, CI 4.3

Students further their understanding of the global media by considering how other groups are portrayed. They reflect on their own attitudes towards groups identified according to gender, age, ethnicity and ability.

Focus questions:

- How does the media portray different groups?
- Is this portrayal accurate?

Activity 15   The media's portrayal of groups

If necessary, remind students of how groups can be analysed according to gender, age, ethnicity and disability (everyone has some degree of disability). Explain how students are part of all of these groups. As part of this analysis, introduce students to some key terms such as stereotype, marginalised and consumerism.

Resource 4

Ask students to examine Resource 4 and select one or more of the groups portrayed in column one. They then select all or some of the question groups for analysis.

Discuss the concept of **consumerism**. Ask students to consider:
- How do media images affect what you buy?
- Do you mind spending money on things so you feel part of a group? Why/why not?
- Do you feel your group pressures you to spend money on products to make you feel like you belong? Why/why not?

Assessment

Student responses may provide initial evidence of demonstrations of CI 4.3.

Activity 16   Is the portrayal accurate?

Support materials and references

Teaching considerations
Provide information on the debate process and how to form an argument. The video *The Debating Process* (Education Queensland 1994) is a useful resource for upper primary students.

Resource 1

Assist students to conduct a debate about the media's portrayal of certain groups. This debate could use one of the following formats:
- Students collect a series of media images that aim to reflect a group to which they belong and participate in a debate about the accuracy of these images.
- Students participate in a formal debate based on topics such as:
  - 'Young people/ethnic groups/people with disabilities/the elderly have been let down by the media.'
  - 'Girls are stereotyped by the media.'

Assessment

Analyse students' debate responses to gather evidence of demonstrations of CI 4.3.

Activity 17   Assessing my attitudes

Ask students to complete an 'attitudes scale' that operates from 1 to 10, with 1 being 'strongly agree' and 10 'strongly disagree'. Statements that could be used on the scale include:
- Once you are over 60 you have nothing to contribute to society.
- Too many concessions are made for people who have disabilities.
- Fewer migrants should be allowed into Australia.
- Young people are the main troublemakers in society.
- Reconciliation between Indigenous and non-Indigenous people is an important issue.
- It is more appropriate for males to work as doctors and lawyers.
- Women are better suited to politics than men.
- Car parks for people with disabilities are fair.

Ask students to compare their decisions or collect the anonymous scales, collate and analyse the results and use these as a basis for discussion.

Assessment

Further evidence of student demonstrations of CI 4.3 can be gathered during these discussions.

Phase 5   Taking action: How should I behave towards different groups?

Core learning outcome emphasis: CI 4.2

In this final phase students develop a personal ethical code of behaviour that reflects how they should act towards various groups in society. Creation of the code can be used to gather evidence of demonstrations of CI 4.2.

Activity 18   My personal actions

Teaching considerations
Students need to understand the purpose of rules/codes of behaviour, the role they play in our society and how they relate to rights and responsibilities. Codes of behaviour can range from personal to a much wider society focus.

Explain how codes of conduct reflect the values and beliefs of individuals and groups. Ask students: 'How do you like to be treated by others?' or present a number of playground scenarios and ask:

- Would you like to be treated in this way?
- If you observed this happening, what would/could/should you do?

Ask students to examine a number of different codes of behaviour. These could include:

– school rules and codes of conduct
– classroom rules
– student council rules
– game rules
– sporting association rules/codes of behaviour
– family rules/rules of the home
– road rules.

Discuss the terms 'ethics' and 'ethical' and consider how ethical rules are different from self-serving rules. Ask students to analyse one or more codes of behaviour by answering questions as a small group or as a class. Questions to consider include:

- What is the purpose of a code of behaviour?
- Why are codes of behaviour needed?
- How do these rules/codes of behaviour outline how to treat others?
- Are they fair for all? Why do you think this?
- How do you feel about codes of behaviour? Are they useful? Do you find them easy/difficult to follow?
- What would happen at home/in the classroom/at school/in our society if we did not have these rules/codes of behaviour?

Assessment

Resource 1

Explain to students that they will use what they have learnt during this activity to design a description of how they should behave in class. This will enable them to demonstrate learning outcome CI 4.2. Help them to do this by working through the following stages.

Stage 1: Ask each student to reflect on the groups they belong to and everything they have learnt about these groups during this module. They might record these reflections in a concept map, a list, a table or a drawing. Students reflect on values and beliefs and write a description of how they should behave as part of their class group.

Stage 2: Students reflect on their written description by considering how it could be used to answer the six questions above. In particular, they consider the fourth question and whether their description acknowledges the variety of groups within the class. If it doesn't, they make adjustments.

Stage 3: Small groups of students compare and justify their descriptions, then group and classify them into those that are similar and different. Those that are similar are then combined to provide one description per group. Students who most identify with those that are different form a new group and produce a new description.

Stage 4: Provide one of the sets of rules/codes of behaviour that were discussed earlier — for example, school rules. Small groups of students discuss whether these rules are fair to all groups. They then use any ideas gained in the discussion to adjust their group's description of appropriate classroom behaviour. Discuss the format of the example provided and have students write their descriptions in the same format.

Stage 5: If desired, small groups could compare their results, and a code of behaviour for the whole class could be created and published. Assessment of CI 4.2 can be based on individual written descriptions and/or observations of group work, as well as the final code of personal behaviour produced by the group.

Learning outcomes and assessment

Learning outcome CI 4.5	Learning outcome TCC 4.2
Students express (annotate a photograph, collect and display photographs) how **material** (e.g. clothes) **and non-material** (e.g. beliefs) **aspects** of **groups** (e.g. family, peer, sport) influence **personal identities.** **Assessment (Activity 4):** Choose any of the following to express how groups influence personal identity. – Annotate a photograph or picture of yourself with information that identifies and describes **both material and non-material** aspects of groups that you belong to. – Collect and display artefacts, photographs and other evidence that represent the material and non-material aspects of groups that you belong to. – Develop a series of journal entries explaining how your personal behaviour or feelings are influenced by the groups you belong to. – Present affirmations about how personal behaviour or feelings are positively influenced by the groups to which you belong. – Artistically express the influences groups have on your personal identity.	**Students illustrate** (e.g. poster) the influence of **global trends** (e.g. global media) on the **beliefs and values of different groups** (e.g. Australian youth). **Assessment (Activity 14):** Choose a number of media images that are supposed to represent your values and beliefs and decide on their accuracy. Present your conclusions as illustrated presentations.
Learning outcome CI 4.3	Learning outcome CI 4.2

Students debate how media images concerning gender, age, ethnicity and disability reflect groups to which they belong.
 	
Assessment (Activity 16):
– Participate in a debate based around the media's portrayal of groups. This debate could take the following formats:
  – Collect a series of media images that aim to reflect a group to which you belong and participate in a debate about the accuracy of these images.
  – Participate in a formal debate based on topics such as:
  – 'Young people/ethnic groups/people with disabilities/the elderly have been let down by the media.'
  – 'Girls are stereotyped by the media.'
	Students design an ethical code of personal behaviour based on their perceptions of cultural groups.
	
	Assessment (Activity 18 provides a detailed example of how this learning outcome can be assessed.):
	Design and justify personal codes of behaviour to guide how you act towards different cultural groups in our society.

Types of media encountered in a typical day

Types of media	How this media communicates	Messages communicated
Internet		
Television		
Radio		
Newspaper		
Other		

Global trends   **Resource 2**

Read the list of global trends and add two or three more.

Describe the *values* that may be associated with each trend (some have been completed as examples).

Trends that seem to be increasing	Associated values
• globalisation — products sold on a global market, from hamburgers to the media, including movies, TV shows and the Internet (Is this reducing the amount of diversity in the world?)	
• longer life expectancies	
• the gap between wealthy and poor nations in terms of food, shelter, healthcare	competition is good, but it produces winners and losers
• use of computers at work and home	
• the gap between the information rich and the information poor — most people in the world have never used a telephone, let alone a computer	
• the influence of American culture — individualism, materialism	
• increased spending on non-essential items, increased credit card debt in developed countries	
• acceptance of the need for equality between males and females	
• acceptance of the need for more cooperation between nations to solve environmental problems such as pollution in the atmosphere	economic development is more important than ecological diversity
• increase in endangered species list	
• increased urbanisation	
• use of contract or outsourced labour with less job security	
•	
•	
•	

| Analysing the media: TV shows or advertisements | Resource 4 |

1. Analysing groups in the media — television/films

View and analyse a range of Australian television shows and films that are designed to represent various groups:

− Is there evidence that some groups have been stereotyped and/or marginalised? What is this evidence?
− Do you agree or disagree with the media's portrayal of these groups?

2. Analysing groups in the media — advertising

Select a number of advertisements from a range of media — such as magazines, television, Internet, newspapers — and analyse them:

− Which groups are portrayed most often in the advertisements?
− Why do you think this is the case?
− Which groups feature rarely in the advertisements? Why do you think this is the case?
− Which groups appear in positions of power? Why do you think this is the case?

3. Elderly/disabled/ethnic groups in the media

List all your favourite television shows and consider how all or one of the groups listed above are portrayed in these shows:

− How many characters are over the age of 60/disabled/ethnic?
− How are the older/disabled/ethnic characters presented? Active, silly, intelligent, irritable, glamorous, exotic?
− Are the older/disabled/ethnic characters predominantly male or female? Are they portrayed differently? If so, how?
− What message is being relayed about each of these groups from the character portrayals?

4. Analysing how young people are portrayed in newspapers

Complete an analysis of how young people are represented in newspaper reports:

− How many articles are about youth?
− What image is being presented? Positive/negative?
− What language is being used to describe youth?

Use the following table to assist you to collect information.

Group portrayed	Title of television show/film or advertisement	What positive language and images are presented?	What negative language and images are presented?	What stereotypical language and images are presented?
Australian youth				
Elderly				
Ethnic				
Disabled				
Gender				

Support materials and references

Alexander, D. & Rouen, M. 1999, 2000, 2001 *SOSE for Queensland Book 1, 2 and 3*, Heinemann, Melbourne.

Blacklock, G. & Taylor, L. 1989, *A Guide to Innovative Social Studies Teaching Practices: Years 4–7*, Logan City Education Centre, Qld.

Delors, J. 1996, *Learning: The Treasure Within: Report to UNESCO on the International Commission for Education for the Twenty-first Century*, UNESCO.

Ely, L. 2001, *All About Bullying*, Hodder Children's, London.

Featherstone, M. 1995, *Undoing Culture: Globalisation, Postmodernism and Identity*, Sage, London.

Kleeman, G. 1998, *A Geography of Global Environments and Communities*, Heinemann, Melbourne.

Kleeman, G. 2000, *A Geography of Global Interactions 1*, Heinemann, Melbourne.

Queensland Department of Education 1993, *Good Buys*, Open Access Support Unit, Woolloongabba, Qld. (Kit including 101-page instruction booklet, assignment booklet, advertisement booklet and audiotape for upper primary.)

Queensland Department of Education 1996, *Learning Together: Cooperative Skills of Conflict Resolution*, Open Access Support Centre, Woolloongabba, Qld. (Primary and secondary teachers.)

Queensland Department of Education 1997, *It's in Our Hands: Solutions to Bullying and Sexual Harassment — A Whole School Approach*, Open Access Support Centre, Woolloongabba, Qld. (Videotape and teacher's guide for primary.)

VASST 1995, *New Perspectives in Social Education 1*, Cambridge University Press, Cambridge.

Video
Queensland Department of Education 1994, *The Debating Process*, Brisbane. (Video for upper primary students.)

Website
(Website accessed in April 2002.)

Fair Wear. www.awatw.org.au/fairwear/
Fair Wear is a campaign by a coalition of churches, community organisations and unions. It is directed at the exploitation of outworkers in the clothing industry in Australia.

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:
Years 1 to 10 Studies of Society and Environment Syllabus
Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines
Studies of Society and Environment Initial In-service Materials