

## CPD whole school activities

### CPD activity 3: Presenting positive images through promoting critical thinking

#### Learning intention:

To develop the ability to think, listen and read critically.

#### Activity:

This idea is adapted from *Issues in Race and Education* no. 44, Spring 1985, published by the Association of London Teachers Against Racism and Fascism (ALTARF). Called '*Book Look*', it is still useful in classrooms today. The original idea was to have a slip of paper to put into any book that pupils felt was racist or sexist. For Global Citizenship purposes we have renamed it '*Bias Alert!*' and added notes on other forms of bias. To modernise the activity, we have made the form appropriate for assessing any paper or electronic resource.

1. Give out a selection of resources to each group (book, CDROM, newspaper cutting) and/or enable access to a website. To enable pupils to practice looking for bias ensure that some resources contain clear examples.
2. Give out the **worksheet: Bias Alert!** and the **notes on different biases** (below) to each group of participants.
3. Ask the group to look at the resources, and complete their form giving reasons for concern - these comments are a warning to others (who may or may not agree).
4. Discuss the findings as a whole group, and decide whether the idea would be useful in the school, either as it is presented here or in modified form.

*Note: Although we have suggested this as an in-service session, it is really intended for pupils to do. If your school decides to introduce such a scheme, further work with pupils on critical reading and bias detection would be necessary beforehand.*

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### Worksheet: Bias Alert!

Type of resource:	
Author:	
Title:	
Date of publication:	
<p>I think this resource is: racist / sexist / unfair to disabled people / unfair to those with less 'traditional' family relationships / outdated* because of its:</p> <p>language:          .....(page/location)</p> <p>pictures:          .....(page/location)</p> <p>story:          .....(page/location)</p> <p>other reason:          .....(page/location)</p>	
Any further comments:	
<p>I think this resource should be: kept with a <i>Bias Alert!</i> sticker on it / put in the recycling bin*</p>	
Name:	
Class:	
Date:	

\*delete as appropriate

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### Worksheet: Notes on different biases

You or the pupils may wish to add to the points listed in these notes.

#### **Three questions which apply to all the biases in the 'Bias Alert!' form**

1. Are issues tackled honestly?
2. What are the hidden messages?
3. Is there a diverse and balanced presentation of society?

#### **Race**

How are black people portrayed - as individuals speaking for themselves or groups, as having a variety of attributes, both personal characteristics and lifestyle, or in a tokenistic way? From whose viewpoint is the resource written? Are generalisations made? Are black people left out? Are the illustrations convincing? Are pejorative or racist terms used? ('black' is used politically here.) (Adapted from Epstein and Sealey, 1990).

#### **Disability**

How are disabled people portrayed? As professional people going about their everyday lives, and able to make a significant contribution to society, or as needing help?

#### **Gender issues**

Who is doing what? Are women shown only in 'traditional' roles of wife or mother? Are they shown as being passive rather than as 'doers'; as without responsible jobs or power, with men being the ones in charge? Are generalisations made about men, for example, are they all depicted as unemotional, or liking lager and football? Are both sexes represented in books among the examples of influential figures in history, writers, scientists, and opinion-formers?

#### **Relationships**

How are family relationships and family groups portrayed? Is a diverse range of families shown, including lone-parent families or same-sex relationships?