

LANGUAGE: Communicating positively with and about people with disability



Lesson 8: Media Influences

Length of lesson: 60 mins (plus extra time to watch 'Finding Nemo' film)		
Prior knowledge (what should the teacher have already covered)		
<ul style="list-style-type: none"> Students have watched 'Finding Nemo' 		
Resources required	<ul style="list-style-type: none"> DVD player and screen Character review handout 	<ul style="list-style-type: none"> Teacher's copy of character review
<ul style="list-style-type: none"> Action Plan chart DVD – 'Finding Nemo' 		
Key Concepts		
<ul style="list-style-type: none"> The media, television and film shape our perceptions of other people. The ways a range of texts (e.g. newspaper articles, current affair programs, film industry) describe people with disabilities is related to social attitudes and beliefs that reflect community standards. 		
Learning outcomes		
<p>LO1: Students demonstrate knowledge and understanding about the impact of the media on their thoughts and feelings.</p> <p>LO2: Students demonstrate knowledge and understanding about the impact of character portrayal in the film industry on their thoughts and feelings about disability.</p>		

Australian Curriculum Links	
HPE Subject Area Years 3 and 4	
ACPPS037: Describe how respect, empathy and valuing diversity can positively influence relationships	
General Capabilities by the end of year 4 (level 3)	
<i>Personal and Social Capability</i>	
Work collaboratively: describe characteristics of cooperative behaviour and identify evidence of these in group activities.	
<i>Ethical Understanding</i>	
Recognise ethical concepts: identify ethical concepts, such as equality, respect and connectedness, and describe some of their attributes.	
Explore ethical concepts in context: discuss actions taken in a range of contexts that include an ethical dimension	
Empathise with others: imagine and describe the feelings of others in a range of contexts.	
<i>Intercultural Understanding</i>	
Challenge stereotypes and prejudices: explain the dangers of making generalisations about individuals and groups.	
<i>Literacy</i>	
Use language to interact with others: use pair, group and class discussion about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts.	
Understand learning area vocabulary: use growing subject-specific vocabulary to read, discuss and write about learning area topics.	
Critical and Creative Thinking	
Identify and clarify information and ideas: identify main ideas and select and clarify information from a range of sources.	
Assessable moments: As students undertake the learning experiences described in the lesson, take note of a range of assessable moments to provide information about student achievement. Ongoing assessment will provide evidence of the extent to which students achieve the identified Australian Curriculum links. Assessable moments are linked to learning outcomes and are identified by the following identifier:	
<input checked="" type="checkbox"/> LO (insert number)	

Format	Lesson plan: suggested sequence of learning experiences
Intro 1 minute	<p>Teacher’s notes: The content of this lesson is based on the movie ‘Finding Nemo’. A preview of the movie (or parts of the movie) is required before delivering this lesson. You can pause the movie throughout to discuss examples of inclusion, diversity, taking risks, forming friendships, acknowledging similarities and differences, using abilities, being accepting etc.</p> <p>State the learning intention: In the previous lesson, we started to look at the power of language and the importance of using respectful language so that people feel welcome and included in a community. Today we are going to further explore how language and images are used to portray disability in the media, with a focus on the film industry. We will be reviewing the movie, ‘Finding Nemo’ and drawing conclusions about the portrayal of disability reflected in the movie.</p>
Body of lesson 34 mins	<p>ACTIVITY 1: Character Descriptions</p> <p>Establish context: Every day the words you hear and read and the images you see impact on your thoughts and feelings. Also, the words you use and the way you say and write words impact on thoughts and feelings of the people around you. This is why language is very powerful in forming opinions, beliefs and attitudes. Language can make an inclusive community where everyone is treated with respect, or create a community that excludes people and does not respect the rights of individuals.</p> <p> LO1 Class discussion: Can you think of examples when words and/or images influence what we think and believe? If so, how? eg. Radio, television, movies, newspapers, magazines, advertisements, social media, teachers, parents, friends, religious leaders, political leaders. How? – through persuasive language, using fear and guilt campaigns, targeting our vulnerabilities, following the crowd and jumping on the band wagon etc)</p> <p>Main point:</p> <ul style="list-style-type: none"> • The words we hear and the images we see impact on our attitudes and opinions. <p>The media is a powerful influence on shaping our attitudes towards people with disability. There are also many examples in literature that portray people with disability as a burden on society or as someone who should not be seen or heard. For example, the story of the Hunchback of Notre Dame where Quasimodo, a person with a physical abnormality, was told by his father that he was a monster and would be rejected by the outside world. This gives the viewers images and perceptions of disability as being frightening, helpless, isolating, different, hidden and pitiful.</p> <p>Main point to highlight:</p> <ul style="list-style-type: none"> • The media is a powerful influence on shaping people’s attitudes towards people with disability. <p>We are now going to look at a movie that you are familiar with – ‘Finding Nemo’. We will examine the characters in the movie and make decisions about whether the portrayal of disability is positive or negative in this film.</p> <p> LO2 Refer to lesson 8 handout and teachers notes. Students complete a character review and record responses on the lesson handout provided.</p>

	<p>Teacher's notes: a completed exemplar of the character review is provided for teacher reference.</p> <p>Class discussion: Discuss responses to handout.</p>
<p>20 mins</p>	<p>ACTIVITY 2: RECALL, RECOUNT, RESPOND</p> <p> LO1, LO2 Use the strategy of RECALL, RECOUNT, and RESPOND to reflect on the key messages from the film. Refer to the list of key messages, or get students to develop their own list. (Copies of list on page 8 of lesson plan)</p> <p>Teacher's notes: you do not have to get through all of these key messages – just as many as time permits. This activity provides an opportunity to differentiate – for those who need structure – provide the key messages. For those who can identify key messages themselves, get them to come up with their own list.</p> <p>Key Messages</p> <ol style="list-style-type: none"> 1. If we put the person first (or fish!), not the disability, then this is what we will see. 2. Everyone has different abilities that make some things easier and some things harder. 3. When we accept and acknowledge differences, we create an inclusive community. 4. Just because someone has a disability does not mean they are not brave and cannot overcome obstacles. 5. Living with a disability involves taking risks. 6. Including people with disability involves taking risks. 7. The experience of the person with disability is strongly influenced by the attitudes and reactions of the people they come into contact with. 8. Our lives are enriched when we live peacefully in an inclusive, diverse society. 9. If you have a positive attitude, you can overcome obstacles and achieve great things. 10. If we focus on the things we can do instead of the things we cannot do, we create opportunities, not barriers. <p>Step 1: RECALL: recall scenes (or a scene) in the movie that captures a key message or point of view from the movie. Record in your workbook.</p> <p>Step 2: RECOUNT: discuss the key message or point of view with your partner and expand on your ideas - add more examples from the film.</p> <p>Step 3: RESPOND: discuss the key message with the class (or larger group)</p> <p>Repeat this activity if time permits to further explore key messages from the film.</p> <p>Main point to highlight:</p> <ul style="list-style-type: none"> • The film portrayed disability positively and made disability unnoticeable, and just a part of human diversity
<p>Conclusion</p> <p>5 mins</p> <p>Class action plan</p>	<p> LO1, LO2 Check for understanding</p> <p>Get the students to complete their entry for the Action Plan for the L: Language theme. Also complete the class entry for the Action Plan chart.</p>



Character Review

Teachers Notes

Name	Character description (include any disability and personal qualities of the character)	What are your feelings about this character?
Nemo	Nemo is a clown fish and has a small right fin (his 'lucky fin' – physical disability). He was the only surviving fish out of 400 fish eggs after a Barracuda attack. He is the only son of Marlin, his overprotective father. Nemo feels frustrated when his father prevents him from taking any risks. Nemo wants his father to recognise his abilities and give him more freedom to make choices. Nemo gets caught in a fish net by a dentist and is put in a tank with other sea creatures in the dentist's office in Sydney. With the help of his tank friends, Nemo plans to escape the tank and reunite with his father.	I feel that Nemo is very brave and does not let his 'lucky fin' stop him from doing anything. I admire the way he takes risks and cares about his friends.
Marlin	Marlin is Nemo's father and is a clownfish. Marlin is worried all the time about the dangers lurking in the ocean and is overprotective of Nemo. He has a phobia about the 'drop off' (the continental shelf) and tries to stop Nemo participating in any activity that may be risky. Marlin worries about Nemo's swimming ability but also doubts his son's general capabilities. Marlin is very dedicated to finding his son, and never gives up. Marlin becomes more confident with Nemo and recognises his abilities once they are reunited.	I feel Marlin is a dedicated father who is very determined to do whatever he can to protect Nemo. Sometimes, Marlin is intolerant, especially when he is with Dory. I think it's great how Marlin finally becomes proud of his son, recognises his abilities and gives him a lot more freedom to make choices for himself.
Dory	Dory is a naïve but good-hearted and optimistic Regal Tang with short term memory loss (Anterograde amnesia). Dory's optimism and her free spirit help Marlin throughout his journey. She loves singing which usually gets on Marlin's nerves. Dory has specialised skills – reading, and talking whale! Dory loves making new friends, and brings out Marlin's inner spirit and makes him see the fun side of life. Dory just want to be taken seriously and respected for her abilities.	I feel Dory is really funny and carefree! Dory is straightforward and has a willingness to interact with the world. Dory has a significant disability which is overshadowed by her resilience and enjoyment of life. She makes troubles seem solvable. Dory makes me feel good, as she has a sunny point of view over everything in life.
Others	<p>Tank fish: Gill - has a torn fin, Bubbles - obsessed with bubbles, Deb - routinely misrecognizes herself in reflection from the tank wall as an imaginary twin sister, Flo. Gurgle - obsessed with germ free cleanliness, Peach – Starfish Bloat - Puffer Fish, Jacques –obsessive cleaner prawn.</p> <p>Sharks: Bruce, Anchor and Chum – holding 12 step meetings to help them on their fish free diet</p> <p>Sea turtles: Crush and squirt – Crush hardly suffers from his age of 150 years and speaks in a youthful manner</p> <p>Mr Ray: Teacher of the diverse reef community who encourages his students to be explorers.</p> <p>Seahorse: Nemo's friend who is H2O intolerant</p> <p>Darla: Dentist's niece who is 'fish killer!'</p>	Pick 2 of the characters in this list and describe your feelings about these characters.



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