



## Activity N°10: Writing about and overcoming prejudice

Analysis  
Romania

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



### **Target groups:**

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

**Duration:** 60 to 80 minutes

**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**

**Equipment:** Pens and paper

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

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

## Organisation:

Class configuration	Time in minutes	Sequence of activities
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.

**Variant:** 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