



Activity N°22: What a story!

Analysis
Belgium

Key words: *Stereotype / Story / Sport*



Target groups:

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

Duration: 95 to 120 minutes

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**

Equipment:

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

Media Resources: Media productions (newspaper articles) from the sports press written by journalists.

Organisation:

Class configuration	Time in minutes	Sequence of activities
GR	20'	Define the stereotype concept Define the different story levels: <ul style="list-style-type: none">· Report on a sports event (e.g. a football match)· Story relating to a sports event (e.g. spectator behaviour)· Sport-related story (e.g. about a player's love life)· Story connected with the world of sport (e.g. a journalist writes about his/her job or working conditions)
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">· Are there any stereotypes in the texts analysed?· If so, at what level of the story are they?· How will these observations influence their future working practices?

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!*