

## Unit 12 Images of a country

### About the unit

This unit aims to improve pupils' understanding of places by helping them to question their initial impressions of a country. They explore how stereotypes are created and how these views can be deconstructed. They learn to identify bias in different sources of information and how to use a framework to analyse information in texts and still/moving images.

This unit shows an unusual way of introducing a country. It can be used to complement unit 11 'Investigating Brazil' or any other place-focused unit. In itself, it is not a complete country study.

The unit is expected to take 4–7 hours.

### Key aspects

#### Geographical enquiry and skills

Pupils will:

- appreciate values and attitudes
- use secondary evidence
- analyse evidence and draw conclusions
- use fieldwork techniques

#### Knowledge and understanding of places

Pupils will:

- locate places and environments

#### Knowledge and understanding of patterns and processes

Explored through:

- two countries in different states of economic development

#### Knowledge and understanding of environmental change and sustainable development

Pupils will study:

- sustainable development

### Expectations

#### At the end of this unit

**most pupils will:** describe and explain that a text/image does not show the complete picture; use a variety of methods to interpret images, *eg Development Compass Rose (DCR)*; suggest relevant geographical questions using the DCR; identify both positive and negative images of their own locality and of Brazil and explain their own views; accurately use the terms 'stereotype' and 'sustainable development'; recognise how they might improve their observational skills

**some pupils will not have made so much progress and will:** recognise that a text/image does not show the complete picture; use a number of different methods to interpret images, including the DCR; begin to suggest relevant geographical questions using the DCR; describe similarities and differences in images of Brazil and the UK; describe physical and human features shown on photographs; suggest positive and negative images of their own locality and explain their own views; appreciate the meaning of 'stereotype' and 'sustainable development'; begin to recognise how they might improve their observational skills

**some pupils will have progressed further and will:** suggest the purpose and point of view of different texts/images; use effectively a variety of methods to interpret images, *eg DCR*; identify their own relevant geographical questions using the DCR; appreciate how people's different values and attitudes are reflected in their choice of positive and negative images; use accurately and exemplify the terms 'stereotype' and 'sustainable development'; identify ways of improving their observational skills

### Prior learning

It is helpful if pupils have:

- previously completed some other units from year 7, *eg unit 1 'Making connections', unit 3 'People everywhere' and unit 5 'Exploring England'*
- experience of using photographs
- previously followed an enquiry approach

### Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- perception and values, *eg social economics, feelings, justify, quality of life, favela, sustainable, positive, negative, observer, messages, media, misinformed, lifestyle images, lifestyle, bias, stereotypes, feelings*

Reading – through the activities pupils could:

- understand information which is not explicitly stated or that the reader is assumed to understand

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## Resources

Resources include:

- supporting video programmes:
  - *The geography programme – Brazil 2000* (BBC Schools)
  - *Japan 2000* (the teacher's resource pack that supports these programmes considers Japanese pupils' views of the UK)
  - *Notes from a small island* by Bill Bryson (BBC)
- Favela pack *Fala Favela* from CAFOD
- *Maps of exclusion: images, ideologies and a geography of modern Brazil* by Colm Regan (1998)
- extracts from *The lost manuscript* by Ruben Fonseca (1997)
- websites, eg <http://darkwing.uoregon.edu/~sergiok/boaviagem.html>; [www.ibge.gov.br/english/](http://www.ibge.gov.br/english/)
- *Making movies matter, Report of the Film Education Working Group* (pages 73–9) British Film Institute, 1999 (website: [www.bfi.org.uk](http://www.bfi.org.uk))

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## Future learning

This unit prepares pupils for a study of the quality of life and different perspectives on the world as explored in unit 16 'What is development?', unit 20 'Comparing countries' and unit 23 'Local action, global effects'. It also prepares pupils for further work on distinguishing facts from hypotheses/theories/opinions, etc, in unit 14 'Can the earth cope?'. This unit provides a basis for GCSE work in geography on population, development and skills – analysing data and images (and is a useful foundation for media studies at GCSE level).

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## Links

The activities in this unit link with:

- other geography units – units involving studies of other countries (units 1, 3, 5, 11, 17, 20), unit 14 'Can the earth cope?', unit 16 'What is development?'
- ICT – using different types of cameras, using internet search engines
- key skills – improving own learning and performance
- media studies – work on moving image

### What are these places like?

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| <ul style="list-style-type: none"> <li>• how to classify information using DCR</li> <li>• to use secondary sources of evidence, including photographs</li> </ul> | <ul style="list-style-type: none"> <li>• Use a DCR to generate questions about a photograph in terms of: Natural environment (N), Economic (E), Social (S), Who decides? – political (W).</li> <li>• Give pupils a selection of photographs and ask them to sit back-to-back in pairs, one pupil to describe what they see and the other to draw what is described, using the prompts from the first activity.</li> </ul> | <ul style="list-style-type: none"> <li>• apply the DCR prompts to analyse a photograph</li> <li>• identify accurately physical and human features in a photograph</li> <li>• describe an image well enough to enable another pupil to draw it</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Development Compass Rose</i> pack is available from your nearest development education centre (DEC).</li> </ul> |
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### What feelings does the photographer create in the observer?

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| <ul style="list-style-type: none"> <li>• to use various strategies for analysing photographs</li> <li>• to project themselves into a photo scene</li> </ul> | <ul style="list-style-type: none"> <li>• Ask pupils to work in pairs to tabulate positive and negative images from a set of photographs. Ask them to keep a note of their responses for this and the following activity.</li> <li>• Using the same set of photographs, ask each pupil to talk about their favourite photograph to the others in the group: 'I like this one because...'.             <ul style="list-style-type: none"> <li>• Using a photograph which shows a number of people, ask pupils to identify with one particular person shown and to imagine themselves in that role in the five minutes leading up to the photograph being taken. Ask them to act out their individual role in their group.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• draw out positive and negative aspects of an image</li> <li>• communicate their own ideas and feelings about an image</li> </ul> | <ul style="list-style-type: none"> <li>• Laminating photographs helps them last longer.</li> </ul> |
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### What messages are given?

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| <ul style="list-style-type: none"> <li>• to use photographs to compare places at different states of economic development</li> <li>• to apply their knowledge to locate a photograph of a place</li> </ul> | <ul style="list-style-type: none"> <li>• Give pupils, in groups, three contrasting photographs, eg <i>charity pack of Brazil, tourist/business pack of Brazil and negative images from their own locality</i>. Ask each group to complete a table of the similarities and differences they see, eg <i>quality of life, building materials, pollution, weather and climate</i>.</li> <li>• Ask pupils to suggest a location for each photograph and to justify their choice.</li> </ul> | <ul style="list-style-type: none"> <li>• identify similarities and differences within and between places, tabulating their ideas into a writing frame</li> <li>• suggest a location for a photograph and justify their decision</li> </ul> | <ul style="list-style-type: none"> <li>• Photographs from different sources should be of the same size and all laminated, so they look as if they are all from one pack.</li> </ul> |
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**Learning objectives**

Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note****Who has chosen these views? Why these views?**

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| <ul style="list-style-type: none"> <li>• to clarify and develop their own values and attitudes</li> <li>• how to examine carefully the material they use</li> <li>• to apply new ideas in a familiar context</li> <li>• to use fieldwork equipment</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss with pupils who selects the information used in books, brochures, websites, moving images (film and documentary programmes), etc, and what they hope to achieve by that selection. This introduces pupils to the idea of interest, bias, implicit values, etc, and can lead on to a small research project in which the class identifies some questions with which to examine the material they use, eg <i>Where has it come from? Who wrote/assembled it? Is it the work of an individual or a group, eg corporation, government, pressure group? Where does the money come from? What are the underlying messages?</i></li> <li>• Ask pupils, in groups, to share the answers from their research and identify three or four points they have learnt about 'information providers'.</li> <li>• Ask pupils to apply the ideas from the discussion to select still/moving images of the local area which would be appropriate for a variety of events/situations, eg <i>town's celebration of 150 years, school website, local tourist board, a lottery bid to improve school's sports facilities, to receive EU funding to improve residential areas.</i></li> </ul> | <ul style="list-style-type: none"> <li>• explain why a particular image is chosen, in relation to interest, bias and implicit values</li> <li>• select images of their own locality for a specific purpose</li> </ul> | <ul style="list-style-type: none"> <li>• Homework activity: ask pupils to analyse at least three sources (textbook, website, brochure) on the same topic and answer the questions for each one.</li> <li>• Language for learning: this activity provides pupils with an opportunity to understand information which is not explicitly stated or that the reader is assumed to understand.</li> <li>• ICT: this activity provides pupils with an opportunity to use an ordinary camera/digital camera/video camera to produce an information pack/video on the local area.</li> <li>• Media studies/moving image: helpful information on 'becoming cineliterate' is published in a report by The Film Education Working Group (see 'Resources').</li> </ul> |
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**Do the photographs tell the whole story about a place?**

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| <ul style="list-style-type: none"> <li>• how to question initial perceptions</li> <li>• to understand perceptions are often misinformed</li> <li>• that media have the power to influence people's perceptions of places</li> <li>• to examine images for evidence of sustainability</li> <li>• to reflect on and evaluate their own performance</li> </ul> | <ul style="list-style-type: none"> <li>• Ask pupils to use an image as a centrepiece and to try to create a continuation of the photograph, ie what is in front/at the side of it.</li> <li>• Then give pupils parts of the same photograph over a period of minutes and get them to explain how their views develop/change as more information is given.</li> <li>• Ask pupils to analyse and evaluate perceptions/stereotypes of their own country, eg <i>how pupils in Japan and Kenya might view Britain from films.</i></li> <li>• Discuss with them what they would include in an information pack to counter misinformed perceptions.</li> <li>• Give pupils a pack of images of a favela and ask them to use the contents to list their initial impressions. Then suggest that they try to find evidence in the images which may reflect a more sustainable lifestyle, eg <i>evidence of recycling, sustainable transport, ventilation rather than insulation.</i></li> <li>• As a concluding activity ask pupils to repeat the two activities from 'What feelings does the photographer create in the observer?', using the same photographs and to compare their responses with the original ones.</li> <li>• Then ask them to reflect on and critically evaluate their work and what they have learnt. Ask them to record this in a short paragraph, which also notes how they will improve their interpretation of images in the future, eg <i>identify a series of small steps they need to follow.</i></li> </ul> | <ul style="list-style-type: none"> <li>• begin to challenge their own perceptions of a place, appreciating that perceptions can be misinformed</li> <li>• offer alternative images to challenge other people's perceptions of places</li> <li>• appreciate the power of the media in influencing people's views</li> <li>• appreciate how other people's lifestyles may be more sustainable than their own</li> <li>• identify ways in which their interpretation of images is improved</li> </ul> | <ul style="list-style-type: none"> <li>• Teachers could access alternative images of different countries via the internet. News and government sites provide interesting sources. Teachers can use a large screen to project and annotate images as a class activity.</li> <li>• Key skills: links with improving own learning and performance where a more considered interpretation of an image is the target. Pupils use the plan-do-review cycle; confirm their understanding of targets and how these will be met, follow plans using support and review achievements and progress.</li> </ul> |
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**Safety** – all off-site visits must be carried out in accordance with LEA and school guidelines