



CROSS CURRICULAR



English/Media KS3
Lesson Plans

English/Media KS3

Analysing and comparing how professional tennis players are represented through their official websites (Year 9)

Introduction

- This pack is designed to take about 4-5 lessons.
- It is most suitable for Year 9 students. Students learn about the linguistic and presentational features of websites and compare the websites of two tennis players.
- The skills developed are in line with the National Curriculum for English and the final piece of work can be assessed using Key Stage 3 assessment focuses.
- The activities will also be useful in preparing students for the Key Stage 4 English Curriculum and the lessons also provide an introduction to the skills and knowledge required in GCSE Media Studies.
- This unit would therefore ideally be delivered towards the end of Year 9 as a bridging unit for GCSE; this would also allow for teaching around the time of Wimbledon.

THE ACTIVITY INCLUDES:

- **Lesson 1:** Representation and Connotation
- **Lesson 2:** Symbolic codes - how colours, body language and clothing communicate
- **Lesson 3:** Comparing websites
- **Lesson 4:** Practical work – designing a website homepage for a new tennis player

AIMS:

- Pupils will have the opportunity to develop the following knowledge and skills.

KNOWLEDGE:

- An understanding of how professional tennis stars are represented through the medium of their official websites.
- An understanding of how language and presentational features are used on the internet to create meanings.
- An understanding of the symbolic and written codes through which the media communicates.

SKILLS:

- Using ICT tools for a purpose
- Research techniques
- Analysis of words, images and presentation on the internet

Lesson Plan 1

Representation and Connotation

Overview:

This lesson introduces students to the concepts of representation and connotation / denotation. It also stimulates discussion about how the media represent tennis players and the features that would be appropriate for a player's official website.

Students will focus on the written codes that would appear on a webpage, analysing the connotations of different fonts.

Starter

15 minutes

Use the sample headlines on Resource 1 to stimulate discussion about the way in which professional tennis players are represented in the media.

Discuss why a tennis player (or indeed any sports person) would seek to be represented positively.

KEY POINTS:

- The media are keen to represent both the professional and personal life of the tennis player.
- Being represented positively in the media could have a number of benefits for the tennis player - boosting their morale and motivation through increased public support for example.
- Similarly, it can have financial benefits – increased sales of merchandise like autobiographies or clothing lines, lucrative sponsorship deals with sportswear brands.
- Positive representation in the media will boost the image of the sport and encourage more young people to become involved in it.

Use the starter activity as an opportunity to activate students' prior knowledge of tennis and prominent tennis players, but also to add to it through the sharing of responses.

Emphasise the point that a player's official website is an area of media that they have control over and should therefore be used extensively for positive promotion.

You may wish to use some additional, more current headlines if you are teaching the unit during a major tennis tournament.

Lesson Plan 1

Representation and Connation

Activity 1

15 minutes

1. Ask the students to provide definitions for the following key terms, which they will need to complete the unit successfully:

- **Media:** Means of communication which influence people widely. Namely: broadcast media (TV, film, radio) print (newspapers and magazines) and 'e-media' (the internet).
- **Representation:** the way in which the media 'represents' people or groups of people in a particular way, by constructing a particular image of them.
- **Connotations:** the associated meanings of something.

Begin by asking for suggestions before sharing the definitions.

2. Model how to do a connotation analysis using 'Wimbledon' as an example.

- Possible connotations of Wimbledon: Summer, rain (!), strawberries, prestige, white, ball boys/girls, British, etc.

Activity 2

20 minutes

Using Resource 2, ask students to analyse the connotations of the fonts used for 'The Championships Wimbledon'.

Compare their analysis of the font/style used in the real Wimbledon logo with the connotations discussed previously.

Extension Tasks/ Homework:

- To explore fonts and typefaces further, students could design a font for their own name or a celebrity's name, with the appropriate connotations the time of Wimbledon.

Lesson Plan 1

Representation and Connation

Plenary

10 minutes

Ask students to spend 5 minutes mind-mapping a list of features they would include on their official website if they were a tennis player e.g. promotion of merchandise, upcoming tournaments, a blog, etc.

They should consider the motives for having a good website which were discussed in the starter activity.

Spend 5 minutes feeding back ideas as a class.

LEARNING OUTCOMES, ASSESSMENT AND PREPARATION:

Learning Outcomes:

- **All pupils:** will be able to explain why positive representation in the media is important for sports personalities.
- **Most pupils:** will understand what connotations are and be able to conduct a simple analysis of the meaning of different fonts.
- **Some pupils:** will be able explain how the Wimbledon font and logo represents the values and meanings associated with the club and competition.

Assessment:

- Students' prior knowledge of tennis players and how they are represented in the media can be assessed orally through discussion.
- Students' understanding of connotations can be assessed through how successfully they annotate the fonts.

Resources:

- Resources 1 and 2.

Preparation:

- Students will need own copies of the work booklet and a projector /computer will be needed if you wish to use PowerPoint slides.
- You may find it useful to collect some current stories / headlines about Wimbledon competitors to make the initial discussion activity more topical.

Lesson Plan 2

How colours, body language and clothing communicate

Overview:

This lesson develops the knowledge gained in the previous lesson with regards to analysing connotations.

It introduces students to the symbolic codes used in media forms and also requires them to consider some of the layout features of webpages and the terminology used to describe them.

KEY POINTS:

- The media are keen to represent both the professional and personal life of the tennis player.
- Being represented positively in the media could have a number of benefits for the tennis player - boosting their morale and motivation through increased public support for example.
- Similarly, it can have financial benefits – increased sales of merchandise like autobiographies or clothing lines, lucrative sponsorship deals with sportswear brands.
- Positive representation in the media will boost the image of the sport and encourage more young people to become involved in it.

Use the starter activity as an opportunity to activate students' prior knowledge of tennis and prominent tennis players, but also to add to it through the sharing of responses.

Emphasise the point that a player's official website is an area of media that they have control over and should therefore be used extensively for positive promotion.

You may wish to use some additional, more current headlines if you are teaching the unit during a major tennis tournament.

Starter

20 minutes

- Recap previous lesson's discussion about possible features of a webpage for a tennis player.
- Using Resource 3, ask students to match the list of webpage features in the box to examples on the sample webpage, www.lta.org.uk.
- Not all of the features will be on the example – ask students to define these orally, but also to add to the list if they can.

Lesson Plan 2

How colours, body language and clothing communicate

Activity 1

15 minutes

- Use one of the pictures from Resource 4 to define body language and do a shared analysis of the body language in the sample photo using the term 'connotations' to describe the associated feelings.
- Discuss which other body language features we might see if the camera were to zoom in or out – this also brings up the issue of cropping images, which can change the meaning dramatically.

Students can then use Resource 4 to do own analysis, by annotating the postures, gestures and facial expressions with notes about associated feelings.

Activity 2

15 minutes

- Visit www.rafaelnadal.com/nadal/en/home and project onto whiteboard – discuss the connotations of the black and white colour scheme e.g. masculinity, sophistication.
- Model analysis of colours using Resource 5 - students then fill in the rest of the table.



Lesson Plan 2

How colours, body language and clothing communicate

Activity 3

15 minutes

- Follow link to article on Wimbledon's dress code:
<http://news.bbc.co.uk/sport1/hi/tennis/4088298.stm>
- Discuss connotations of the white tennis outfit – clean, pure, traditional, etc.

Extension Tasks/ Homework:

- Students could use Google to do an image search on a tennis player they know.
- They could then analyse the clothing, body language and colours in the image.



Lesson Plan 2

How colours, body language and clothing communicate

Plenary

10 minutes

To bring all the knowledge together, do a mini-analysis of the Wimbledon website (www.wimbledon.org) as a class on the whiteboard (you could provide print outs if this is not possible).

LEARNING OUTCOMES, ASSESSMENT AND PREPARATION:

Learning Outcomes:

- **All pupils:** will understand how colours, body language and clothing carry symbolic meaning.
- **Most pupils:** will be able to annotate images with specific descriptions of these symbolic meanings.
- **Some pupils:** will be able to apply this analysis to the images and colours on some tennis players' websites.

Assessment:

- Students' understanding of connotations can be assessed through how successfully they annotate their work booklets.

Resources:

- Interactive whiteboard or display facility and internet access would be useful.

Preparation:

- You may wish to display webpages on an interactive whiteboard for this lesson, so check your internet connection and take some screenshots which you can save as these will be useful throughout the unit.

Lesson Plan 3

Comparing Websites

Overview:

This lesson introduces the remaining skills necessary in order for students to do a thorough analysis of a webpage. It then allows students to consolidate these skills through a structured comparison of two tennis player's websites.

Activity 1

15 minutes

- Using Resources 7 and 8, introduce students to the language features of internet blogs.
- The Andy Murray example comes with some notes – ask students to add to these notes if possible.
- They should then spend 5 minutes doing a similar analysis on the Serena Williams extract. Ask students to feedback ideas to the class.

Starter

10 minutes

- Explore how the media use language to promote particular tennis players.
- Murray mound / Henman Hill = alliteration.
- The 'mound' does not sound as effective as the 'hill', but the alliteration was necessary for it to become a saying – Murray Hill would not work.
- Andy-monium and Murraymania – neologisms – new words made up from combining existing words. A common trick used by the media in headlines.

Lesson Plan 3

Comparing Websites

Activity 2

15 minutes

- Introduce two website case studies for comparison.
- You could compare any websites, but the work booklet resource is based on the sites of Venus Williams and Andy Murray.
- This gives students the opportunity to study players of different genders, ethnicities and nationalities.
- A comparison of the Williams sisters' sites is also interesting.

At the time of writing the sites are:

- www.venuswilliams.com
- www.andymurray.com

Students should make notes in the grid on Resource 9.

Things to notice:

Murray: blue/white has masculine connotations, Murray's logo (initials) displayed prominently at the top, two images which show 'professional' and 'personal' side of the player, blog, link to autobiography, world ranking graph, link to Malaria charity etc.

Williams: pale blue/grey/brown colour scheme also matches her outfit in main picture, link to twitter, elaborate font for her name, link to her 'eleven' clothing range with own logo, rotating photographs from tournaments, Venus in a suit speaking at an awards ceremony, pose in main picture is model like promoting her status as fashion icon/designer.

Extension Tasks/ Homework:

- Setting a research homework task will save time for the final lesson. Students need to choose a young up and coming tennis star who doesn't yet have an official website. They need to find out some basic information about the player: age, nationality, interests, professional achievements, etc.

Lesson Plan 3

Comparing Websites

Plenary

10 minutes

- Students feedback their findings to a partner, then to the whole class.

LEARNING OUTCOMES, ASSESSMENT AND PREPARATION:

Learning Outcomes:

- **All pupils:** will know that web language tends to be informal and uses non-standard forms and they will be able to pick out examples of these features from two tennis player's web blogs.
- **Most pupils:** will be able to compare symbolic and written codes used in the websites of two tennis players.
- **Some pupils:** will be able to evaluate how these websites represent the players in a particular way.

Assessment:

- Learning can be assessed through successful completion of the comparison grid and annotation of the Serena Williams extract.

Resources:

- Interactive whiteboard or display facility and internet access.
- Students will need computer access to complete the website comparison, but if this is not possible you could provide them with print outs of screen shots.
- Resources 7, 8 and 9.

Preparation:

- If you can't get students individual access to computers, you could project the websites onto an interactive whiteboard and lead the analysis as a class.
- Students would find it useful to have screenshots to annotate.

Lesson Plan 4 & 5

Design a website

Overview:

This lesson requires students to put all of their knowledge into practice with a practical web design based task.

You may wish to assign students a couple of lessons to complete the activity, depending on which software you want them to use and how detailed / authentic you want the final product to be.

Starter

10 minutes

- Ask students to share names / information about the new tennis players they have researched, and explain why they have chosen particular players.
- Note- this lesson plan assumes that the research activity has been set for homework, otherwise you will need to allocate additional time for this to be completed in class.
- Activity 1 (20 minutes)
- Explain the task to students – they are to design the homepage for the tennis player they have chosen.
- It is easiest to do this task with players who don't have existing sites yet as students can 'start from scratch' with their own ideas. Search www.lta.org.uk for player blogs for players who may not have their own websites.
- Students should spend time filling in the planning sheets on pages 10-11 of their booklet.

Lesson Plan 4 & 5

Design a website

Activity 1

20 minutes

- Students should now be able to move on to designing their homepage.
- Ideally they would use a basic web design software package to do this, but they could do a basic design in a programme like Microsoft Publisher or even design by hand.

Extension Tasks/ Homework:

- Students will probably need some more time to complete the project either in class or for homework.
- It would be a good idea for them to write an accompanying commentary on their design explaining why they made particular decisions and referring to the symbolic and written codes they have learnt about.



Lesson Plan 4 & 5

Design a website

Plenary

10 minutes

- Students should be given some time to peer assess what they have produced so far.
- They should be encouraged to apply the same analytical approach to each other's work as they applied in the analysis of the Murray/ Williams websites.

LEARNING OUTCOMES, ASSESSMENT AND PREPARATION:

Learning Outcomes:

- **All pupils:** will produce a basic design for a new tennis player's webpage.
- **Most pupils:** will be able to apply their knowledge of symbolic and written codes, representation, web language and connotations when producing their design.
- **Some pupils:** will be able to write an accompanying commentary, explaining their decisions.

Assessment:

Peer assessment can be done at end of lesson.

The final design can be assessed for the following assessment focuses:

- Produce texts appropriate to audience and purpose
- Organise and present whole texts effectively
- Select appropriate and effective vocabulary

Resources:

- Students will need computer access to complete the webpage design. There are a number of programmes they could use effectively.
- Resources 10 and 11.

Preparation:

- Organise computer access for students and familiarise yourself with the software you want the students to use.

Curriculum Links

CURRICULUM LINKS - ENGLAND

SUBJECT	KEY STAGE 3
English	<p>2.2 Reading</p> <p>D. Select and compare information from different texts.</p> <p>I. Understand how meaning is created through the combination of words, images and sounds in multi-modal texts.</p> <p>L. How writers' uses of language and rhetorical, grammatical and literary features influence the reader.</p> <p>N. How form, layout and presentation contribute to effect.</p> <p>2.3 Writing</p> <p>D. Adapt style and language appropriately for a range of forms, purposes and readers.</p> <p>F. Use imaginative vocabulary and varied linguistic and literary techniques to achieve particular effects.</p> <p>P. Present material clearly, using appropriate layout, illustration and organisation.</p>
ICT	<p>2.2 Developing ideas</p> <p>F. Bring together, draft and refine information, including through the combination of text, sound and image.</p> <p>2. 3 Communicating information</p> <p>A. Use a range of ICT tools to present information in forms that are fit for purpose, meet audience needs and suit the content.</p> <p>C. Use technical terms appropriately and correctly.</p>

RESOURCES

English/Media KS3



English/Media - Lesson 1 - Resource 1

Tennis in the Media

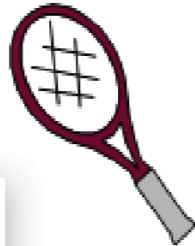
NAME: _____

PROJECT OBJECTIVES

- To understand the concept of representation in the media and to analyse how some professional tennis players are represented through their websites.
- To compare how the official websites of two professional tennis players use symbolic and written codes to communicate particular meanings.
- To produce a design for a new website for a tennis player.

WIMBLEDON 2009: TIM HENMAN'S LIKE A PAWN CORNERED BY A KING AND CASTLE

Murray fuels 'Andymonium' with win into third round



Murray-Mania takes over Wimbledon

SERENA WILLIAMS SAYS THAT HER TENNIS RACQUET IS HER LOVE LIFE

Tickets for Centre Court Celebration sell out in five minutes

Wimbledon 2009: Women tennis players are just there to look good says Michael Stich



English/Media - Lesson 1 Resource 2

How do fonts communicate?

NAME: _____

ACTIVITY

- Consider how the fonts below communicate different messages about Wimbledon.
- Label each example with 1-2 words that you would associate with the font, e.g. the connotations of the font.

The Championships
Wimbledon

The Championships
Wimbledon

The Championships
Wimbledon

**THE CHAMPIONSHIPS
WIMBLEDON**

The championships
Wimbledon

ACTIVITY

- Now look at the logo and font used by Wimbledon, to the right.
- What messages does it communicate and are these appropriate?



English/Media - Lesson 2 Resource 3

Websites: Presentational features

NAME: _____

WEB WORDS

- Blog
- News feed
- Discussion thread
- Headings
- Navigation bar
- Search tool
- Link
- Sponsor
- Images
- Drop down menu
- Icons
- Tab



English/Media - Lesson 2 Resource 4

Symbolic codes in images - Body Language

NAME: _____

ACTIVITY

- Annotate the images with connotations of gesture, posture, facial expression.





English/Media - Lesson 2 Resource 5

Symbolic Codes: Colours

NAME: _____

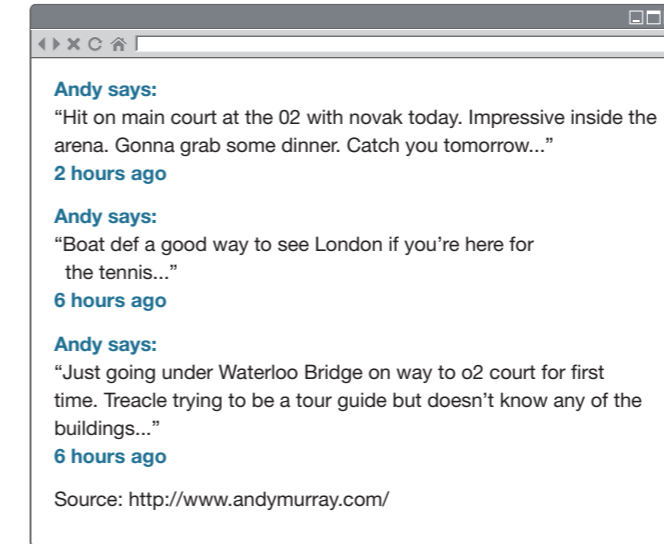
COLOUR	CONNOTATION
RED	
GREEN	
ORANGE	
YELLOW	
PURPLE	
PINK	
BLUE	
GREY	
BLACK	
WHITE	
GOLD	
SILVER	
BROWN	

English/Media - Lesson 3 Resource 7

The Language of the Internet

NAME: _____

Below are a series of 'updates' posted on Andy Murray's website.



Andy's updates use language which is appropriate for a webpage. He achieves this through:

- Elipsis (...) which makes it sound like each comment trails off, 'to be continued'...
- Abbreviation of sentences 'Just going' rather than 'I'm just going.'
- Slang, 'def' rather than 'definitely', 'gonna' rather than 'going to'.
- Personal pronouns 'you' and 'you're' to make it sound like he is directly addressing 'you' personally.
- Humour 'Treacle trying to be a tour guide but doesn't know any of the buildings, also a lack of context provided, assumes we know who Treacle is and why he's going to the O2, like we are his close friends.

Overall style, with 'time' updates, makes posts sound like updates on social networking sites Twitter or Facebook, which are very popular.

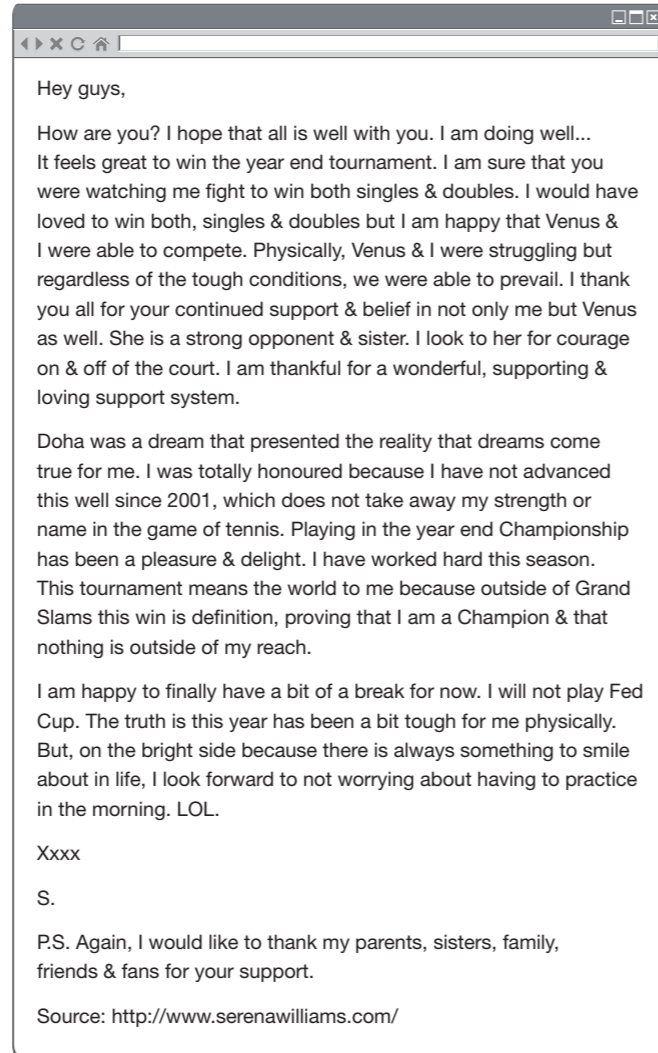
English/Media - Lesson 3 Resource 7

The Language of the Internet

NAME: _____

ACTIVITY

- Now read the letter which Serena Williams has placed on her website.
- Label the language features which make it successful. You may find that she uses the same techniques as Andy Murray, but you may also spot some other techniques.



English/Media - Lesson 3 Resource 9

Website Comparison Grid

NAME: _____

	www.venuswilliams.com	www.andymurray.com
Colour scheme		
Image analysis: Clothing and body language		
Main features of homepage – use your 'web words'		
Sponsors and links		
Merchandise		
Logos and fonts		

English/Media - Lesson 4 & 5 Resource 10

Website planning Sheet

NAME: _____

Name of Tennis Player:		
List of features on homepage:	Design for a logo:	
Images: Describe two images for your homepage, including notes on clothing and body language:	Colour scheme:	Font:
Navigation bar to include internal links to...		
External links to...		

English/Media - Lesson 4 & 5 Resource 11

Website planning Sheet

NAME: _____

Player's Blog:

