

# **Community Media and Med Lit**

**Training the content producers**

**Sally Galiana, Near FM, Dublin**

# Two examples

[ethicalmediatraining.eu](http://ethicalmediatraining.eu)

[inclusivemediatraining.eu](http://inclusivemediatraining.eu)

Both funded by Erasmus+  
Léargas\_Ireland

Available in Spanish, English and German



# Focus:

Media consumers, but also media producers

Raising **awareness** of systemic and interiorised prejudice and privilege, and how these impact on how we understand and tell about the world around us

**Change** exclusion for inclusion

EMAC \_ Traditional training approach

LEMON\_ E-learning and self-assessed learning



¿PREPARADO PARA MEJORAR TUS CONTENIDOS?

EMPECEMOS AHORA



TRAINING



AUDIO



RESOURCES

# TRAINING



## ACTIVITIES

All of the EMAC training activities

[Read more](#)



## CATEGORIES

The EMAC activities compiled into categories

[Read more](#)



## PATHFINDER

The EMAC pathfinder and our general recommendations

[Read more](#)



## TERMINOLOGY



## RESOURCES



## MEDIA LITERACY

## ACTIVITIES

### WALKING IN YOUR SHOES



#### SOCIAL INEQUALITY AND MEDIA REPRESENTATION

This activity focuses on creating empathy with others by stepping into situations they might encounter in their daily lives by putting them in somebody else's shoes and literally let them walk a few steps.

INTRODUCTORY ACTIVITY // 30-60 MINUTES // 8-20 PARTICIPANTS

### POWER FLOWER



#### AWARENESS OF DISCRIMINATION AND PRIVILEGE

This activity focuses on self assessment concerning experiences with discrimination or the lack thereof by having participants draw in a "power flower" and identify their own affiliation by a range of topics.

INTRODUCTORY ACTIVITY // 45-60 MINUTES // 4-60 PARTICIPANTS

### CONTROLLED DIALOGUE



#### ACTIVE LISTENING SKILLS FOR INTERVIEWING

### DEVELOPING APPROPRIATE LANGUAGE



#### LANGUAGE AND MEDIA REPRESENTATION OF MINORITIES



### DESCRIPTION OF ACTIVITY

Divide the participants' group into different pairs. Select topics to discuss (see section tip for Trainers for topics related to EMAC specific learning outcome) and try to offer different points of view.

Then let them talk with each other in different parts of the room or different rooms.

If participant A starts to talk, participant B has to wait till the end and then participant B starts their intervention with a summary of what participant A said before he/she answers or follows the topic. Then A has to wait and summarise B's and so on so-for for about 10 minutes.

The Trainer is checking around to give short feedback to the quality of the listening and summarising.

Afterwards the group feedback about how the participants interacted, the terminology used, and the use of stereotypes or generalisations in the discussion.

### ASSESSING LEARNING OUTCOMES

The trainer will feedback on the observation during the exercise  
Participants will evaluate the experience of listening and summarising:

- What words were used by the two participants? Did they use the same terminology or did they change them.
- Would the discussion content, concepts and terminology have been any different if the people taking part would have been part of the minority group affected by the issue?

Ask participants what have they've learnt from the activity and how it relates to the editorial work:

- The listening element of the activity for interviewing skills
- The importance of diverse voices to avoid stereotypes and generalisations in the production of media content.

### INFORMATION ON THE ACTIVITY

Participants will discuss in pairs a particular topic.

The activity focus on listening and summarising skills, so each person in the pair will have to listen and summarise the other person arguments before presenting their own.

It will be helpful for interviewing, comprehension, and listening skills.

### PARTICIPANTS WILL UNDERSTAND

The use of strategies to avoid stereotypes in reporting and communicating in the media.

### INFRASTRUCTURE

A big room or two rooms to facilitate the discussion.

### MATERIALS

none

### DURATION

Introduction+Dialogues+Feedback-Round: 30 min max

### RECOMMENDED NUMBER OF PARTICIPANTS

10 to 14

### TIPS FOR TRAINERS

This is a good introductory activity for the interviewing module. The trainer could highlight the importance of

## CATEGORIES

Here are the four basic categories that we assign to any of the EMAC media training activities to help guide your way to our content. Further down you will find a longer description of each category along with all the activities assigned to it.

### WORDS MATTER



Language is our main form of communication and it plays a powerful role both in training. The activities included here focus on language and terminology to facilitate understanding of inclusive and constructive reporting...

[\[learn more\]](#)

### ALTERNATIVE PERSPECTIVES



Media over-relies on "expert sources": Their voices and perspectives are ever present in media and in most cases, unchallenged. These activities look at how media can use diversity for challenging this reality...

[\[learn more\]](#)

### RECOGNISING PRIVILEGE



An ethical approach to media is – among others – about responsibility for content. Stereotyping of minorities influences their standing in society. The activities in this section work towards journalists gaining a greater awareness of that process...

[\[learn more\]](#)

### BACK TO BASICS



These activities take a look back and reflect on the ethical principles that underline the role of the media content producer. Activities in this category look at important journalistic skills helping to avoid stereotypes and aim to make learners aware of how basic fact checking works.

[\[learn more\]](#)

## THE CATEGORIES AND ASSOCIATED ACTIVITIES IN MORE DETAIL

Please all more about our categories and find all the assigned activities below...



### WORDS MATTER

Language is our main form of communication and it plays a powerful role both in contributing to and in eliminating discrimination. Inclusive language is language that is free from words, phrases or tones that reflect prejudiced, stereotyped or discriminatory views of particular people or groups, and as such it could be understood as an aspiration for all, and particularly to producers of media content. To reflect on the reality of diverse societies, inclusive and non-discriminatory language is a must.

The activities included under this category focus on facilitating in the learners an approach and understanding to inclusive and constructive reporting with respect to the concerned

### RELATED ACTIVITIES

- [Developing Appropriate Language](#)
- [Minority Taboo](#)
- [Rethinking the News](#)
- [Questioning Order](#)
- [Recognising Slanted words](#)
- [Challenging the pseudogeneric man](#)

## PATHFINDER

### EMAC PATHFINDER

Would you like to use EMAC resources to deliver a one/two days ethical media training? We suggest here four training paths according to the level of media experience of the group and the length of the training.

### INTRODUCTORY TRAINING

For a group of 10 people with no, or very limited, experience in media production - we suggest to use the following activities in this category order:

#### FOR ONE-DAY-TRAINING

##### RECOGNISING PRIVILEGE:

- [Introductory Round](#)
- [Walking in your shoes or Hot Seat](#)

##### WORDS MATTER:

- [Rethinking the news](#)
- [Recognising slanted words](#)

##### ALTERNATIVE PERSPECTIVES:

- [Inside Out Bias](#)

##### BACK TO BASIS:

- [Controlled Dialogue](#)
- [Fact Checking](#)

#### FOR TWO-DAY-TRAININGS

##### RECOGNISING PRIVILEGE:

- [Introductory Round or Hot Seat](#)
- [Walking in your shoes](#)
- [Personal Molecule or Power Flower](#)

##### WORDS MATTER:

- [Questioning Order](#)
- [Challenging the "pseudogeneric man"](#)
- [Rethinking the news](#)
- [Recognising slanted words](#)

##### ALTERNATIVE PERSPECTIVES:

- [5 People I know and I \(dis\) like](#)
- [Inside Out Bias](#)

##### BACK TO BASIS:

- [Controlled Dialogue](#)

### GENERAL RECOMMENDATIONS

Here are some general recommendations for you (via the [RespectWords project](#)):

When it comes to producing quality, professional coverage of migrants and members of minority ethnic and religious communities, we recommend journalists to keep in mind the following ten overarching best practices in mind:

(1) Choose the language you use carefully. Consider the ideologies and connotations behind the words you use

(2) Challenge stereotypes, and avoid sweeping generalisations. There is no one single migrant/Muslim/Jewish/Roma "community", but instead diverse communities of individuals who have more to offer than just their migrant, ethnic or religious background.

(3) Acknowledge - to yourself and to your audience - that stories about migration or ethnic and religious minorities are complex. Don't try to fit your reporting into accepted master narratives.

(4) Remember that context is essential. Report not only immediate events and consequences, but also the root causes, which often have nothing to do with a person's ethnicity or religious affiliation.

(5) Provide an appropriate range of points of view, including those of migrants and members of minority communities themselves. But don't include extremist perspectives just to "show the other side", and be alert to political and social actors who spread hate to promote their interests.

(6) Avoid directly reproducing hate speech; when it is newsworthy to do so, mediate it by contextualising and challenging such speech - and exposing any false premises it relies on.

(7) Keep in mind that sensitive information (e.g., racial/ethnic origin; religious, philosophical or other beliefs; political party or union affiliation; health and sexual information) should be mentioned only when necessary for the audience to understand the news.

(8) Ensure that the title of your article or programme does not sensationalise; often, it may be all that the audience

### ADVANCED TRAINING

For a group of 10 people with experience in media production - we suggest to use the following activities in this category order:

#### FOR ONE-DAY-TRAININGS

##### RECOGNISING PRIVILEGE:

- [Introductory Round or Hot Seat](#)
- [Personal Molecule or Power Flower](#)

##### WORDS MATTER:

- [Developing Appropriate language](#)
- [Recognising slanted words](#)

##### ALTERNATIVE PERSPECTIVES:

- [News, Research and Sources](#)
- [Inside Out Bias](#)

##### BACK TO BASIS:

- [Controlled Dialogue](#)
- [Writing and Reading Media](#)
- [Open for Diversity](#)

#### FOR TWO-DAY-TRAININGS

##### RECOGNISING PRIVILEGE:

- [Introductory Round or Hot Seat](#)
- [Walking in your shoes](#)
- [Personal Molecule or Power Flower](#)

##### WORDS MATTER:

- [Questioning Order](#)
- [Challenging the "pseudogeneric man"](#)
- [Rethinking the news](#)
- [Recognising slanted words](#)

##### ALTERNATIVE PERSPECTIVES:

- [News, Research and Sources](#)
- [Inside Out Bias](#)

##### BACK TO BASIS:

- [Controlled Dialogue](#)
- [Fact Checking](#)
- [Writing and Reading Media](#)
- [Open for Diversity](#)
- [Media Disinformation](#)

## TERMINOLOGY

The following TERMINOLOGY and corresponding GUIDELINES for journalists are designed as a helping hand for journalists aspiring to treat minorities more fairly in reporting. We think that these can help produce better and more realistic content with and about people from minorities. The [audios](#) produced as part of the project highlight the importance of the language and media treatment of content in relation to minorities, and can be used as resources during training.

It is important to mention, that especially terminology in these fields evolves rapidly – therefore, this can only be seen as a status quo of terminology. We welcome any suggestions, additions and (constructive) criticism. Please [contact us](#)...

The content is sorted by these categories:

[MIGRANTS / REFUGEES](#)[ETHNIC / RELIGIOUS MINORITIES](#)[LGBTQIA+](#)[PEOPLE WITH DISABILITIES](#)[WOMEN](#)[YOUTH](#)[SENIOR CITIZENS](#)[HOW TO REPORT ON HATE SPEECH](#)

## MIGRANTS, ASYLUM SEEKERS AND REFUGEES

### TERMINOLOGY

#### ASYLUM SEEKER

An asylum seeker is a person seeking to be recognised as a refugee under the 1951 United Nations Convention Relating to the Status of Refugees, to which Ireland is a signatory. If someone is granted this recognition, they are granted refugee status and are no longer considered to be an asylum seeker. (See also Refugee).

#### CITIZENSHIP

Citizenship can be a problematic concept, particularly in relation to migrants who may not have legal citizenship of the country they are living in. It is often seen as a legal status with associated rights (for example voting) and responsibilities (for example paying taxes); however broader definitions of citizenship recognise it as civil, political and social in nature.

#### FOREIGN NATIONAL/NON-IRISH NATIONAL/NON-NATIONAL

The term 'non national' should be avoided altogether as it is both inaccurate (most people have a nationality from their country of origin) and has negative connotations. 'Foreign national' has most recently been used in draft immigration legislation to refer only to people who are not EU citizens and so using the term to refer to all migrants to Ireland may also cause confusion. 'Non-Irish national' may be the least problematic.

#### 'ILLEGAL'

Migrants who do not have a valid work permit or visa in Ireland are sometimes described as 'illegal'. There are a number of reasons why someone could find themselves in such a situation, sometimes through no fault of their own, for example people who have been trafficked or workers whose employer did not renew their work permit. In this context, an alternative to the use of the term 'illegal' is 'undocumented'. In Ireland, while undocumented is the adjective use for the Irish migrants in the USA, in Ireland media will use 'illegal' for undocumented migrants in Ireland.

#### IRISH BORN CHILD

'Irish born child', sometimes referred to as IBC, usually refers to a child born in Ireland whose parents are not Irish or EEA citizens. Prior to January 2005, Irish born children were entitled to Irish citizenship. Following the Citizenship Referendum in 2004, legislation was passed so that it was no longer possible for persons born in Ireland to obtain automatic Irish citizenship.

#### LEAVE TO REMAIN

Also known as 'permission to remain'. This is a statement of the conditions and duration on which a non-EEA citizen is permitted to remain in Ireland. It is given on behalf of the Minister for Justice in the form of a stamp in the person's passport. The main grounds upon which further permission to remain can be obtained are: for the purposes of employment, to study, to operate a business or as a dependant family member of an Irish or EEA citizen residing in the State.

Another type of leave to remain is humanitarian leave to remain, typically granted to an asylum seeker who does not succeed in being recognised as a

### RECOMMENDATIONS AND LINKS

#### TERMINOLOGY

- Fair reporting needs fair language. It is very important for journalists to be aware of as many dimension of meaning of the words that they are using as possible. That is especially important when talking with and about any type of minority group, but should be applied as a general rule as well.
- Avoid using a dehumanising language that evokes images of invasions or natural disasters ('flooding', 'avalanche'), since they create distorted images of reality.
- Differentiate between 'asylum seekers', 'refugees' and 'migrants' where it is reasonable and feasible to do so. Avoid making radical assumptions about the intentions of migrants.
- Do not use the adjective 'illegal' to describe migrants. Avoid terminology that is appropriate only when referring to objects, such as the verb 'intercept'.

#### RESEARCH

- When covering issues dealing with the asylum process in the country, media reporting should include reference to the legal right to asylum, explain the process and the causes behind migration.
- Contextualise the content of the story. One should not concentrate only on immediate events and consequences, but should also investigate the root causes, which usually have nothing to do with a person's ethnicity or religious affiliation.
- Emphasise the diversity of within minority/ethnic/religious communities in society. We must bear in mind that these communities are heterogeneous groups with different beliefs and practices. And, while doing so, challenge stereotypes associated to them (for example, there is not a Muslim community, but many communities -Shi'ah, Sunni, Sufi...)

#### CONTENT

- When reporting on migration issues, avoid focusing on deportation, the asylum system and human trafficking, as it creates a negative frame to the migrant/asylum seekers/refugees media construct.
- Avoid victimisation, over-simplification and the framing of coverage that takes no account of the bigger picture.
- Data should be presented in the context of the figures of general population. References to the supposed rise in crime rates, increases in racism and racial conflict as well as threats to national security are in evidence in media reporting, but with migrants/refugees/asylum seekers as responsible for the crime, even when the victim.
- Always check, if the nationality or skin colour of the individual you are reporting about has any relevance to the story. When in doubt, leave it out. It is necessary to avoid describing migrants with a generalist approach. Care must be taken not to use the actions of an individual to tarnish the reputation of all members of a community or to cast suspicion on all migrants.
- Do not fall into the trap of focusing only on the possible negative aspects of immigration. It is also important to highlight the positive contribution of migration and those of individual migrants. Economic achievements of migrants are another good topic for reports. They strengthen trust in the all-round positive outcomes of open societies. It is important though not to reduce migrants to economic factors in the process.

## AUDIO



You can find all the audio clips produced in this project here. In each box under the audio please find the category, length and author of the piece. The clips are available in their original language only, but some topics may be available in different languages under different titles. Most of audio is produced under a creative commons license and is free to use non-commercially, if not marked otherwise. You are free to use any of these audios in conjunction with our activities as you see fit...

### [DE] LOKALJOURNALISMUS FÜR NEUANKÖMMLINGE

Es gibt in Deutschland wenige Medien, die über Lokales auf arabisch und persisch berichten. In Berlin hat das Nachrichtenportal "Amal" diesen Mangel vor zwei Jahren ein Ende gemacht, jetzt gibt es Amal auch in Hamburg. Ein Gespräch mit Ahmad Alrifaae, Redakteur von Amal Hamburg, über die Idee des Nachrichtenportals und dessen wichtige Arbeit für arabisch- und persischsprachige Neuankömmlinge in Deutschland.



Interview // 8m54s // 04/2019 // Radio Corax

### [DE] FEMINISTISCHER JOURNALISMUS IST NOTWENDIG

Heute ist internationaler Frauentag, aber für Frauenrechte zu kämpfen und über feministische Themen aufzuklären ist natürlich nicht nur am heutigen Tag dran, wir bei Radio Corax senden das ganze Jahr über feministische Beiträge und damit sind wir zum Glück nicht alleine auf der Welt! In Österreich gibt es dafür zum Beispiel das Magazin an.schläge. An.schläge hat es sich zur Aufgabe gemacht, eine feministische Gegenöffentlichkeit darzustellen und das tun sie recht erfolgreich seit mittlerweile 35 Jahren. Leider sind ja aber die meisten Schlagzeilen, die uns hier in letzter Zeit aus Österreich erreichen, nicht feministischer Natur, seit Ende letzten Jahres wird Österreich von einem schwarz-blauen Bündnis aus der Konservativen ÖVP und der rechten FPÖ regiert. Immer wieder werden neue Verbindungen der FPÖ in rechtsradikale Kreise aufgedeckt. Dass unter dieser Regierung ein Medium wie an.schläge weiter vom Bund gefördert wird, ist mehr als fraglich. Wir haben uns mit der Chefredakteurin Lea Susemichel über das Magazin an.schläge und über die Probleme eines kritischen und feministischen Journalismus unterhalten.



Interview // 14m17s // 04/2019 // Radio Corax

### [DE/AR] MOBBING: SCHWÄCHEN ZU STÄRKEN

Roula von NewcomerNEWS zum Thema Mobbing an Schulen. Beitrag auf Deutsch und Arabisch.

Mobbing wird im Schulalltag ein zunehmend bedrohliches Phänomen. Roula berichtet von ihren Erfahrungen mit Diskriminierung und reflektiert die Auswirkungen, Gründe und Verhaltensmuster. Sie selber schaffte es, durch eisernen Willen den Lästereien und Diskriminierungen, die meist aufgrund von Sprachschwierigkeiten auftraten, zu trotzen und das entfachte Feuer zu ihrer Stärke umzuwandeln.

Das erste Audio ist Roulas Input, das zweite enthält die folgende Studiodiskussion in der Sendung NewcomerNEWS.

#### MOBBING: WEAKNESSES TRANSFORMED

This is an input and a studio discussion on the issue of mobbing in schools and how we can transform our own perceived weaknesses into personal strengths. The input is presented in German and Arabic, the discussion was held in German.

### [DE] WIE ANTIRASSISMUS DISKREDITIERT WIRD

Diesen Sommer fand in Halle das Anti-Rassistische Sommerfest statt. Das Anti-Rassistische Sommerfest war eine direkte Reaktion auf das Haus der Identitären Bewegung in Halle - trotzdem ist der Name des Festes diskutiert worden. Die Veranstalter trafen auf Skepsis und Ablehnung wegen "Antirassismus"-Begriff. Wir haben mit David Begrich über den Begriff des Antirassismus gesprochen, und wie die Begriffe zu kontroversen Themen bestimmt werden und die Diskussion selbst bestimmen.



Interview // 11m31s // 04/2019 // Radio Corax

### [DE] ANTIZIGANISMUS IN DEN MEDIEN

Am 21. August letzten Jahres titelt das Hallesche Lokalblatt Mitteldeutsche Zeitung "Brennpunkt Schlosserstraße Anwohner klagen über Roma-Familien". Die ersten Sätze des Artikels lauten "Es ist eher ruhig an diesem Abend in der Schlosserstraße. Roma-Frauen mit Kindern huschen auf dem Gehweg vorbei." Danach zitiert der Journalist unzählige Anwohnerinnen und Anwohner, die sich über die Zustände in dem Wohngebiet beschweren und die auch die Schuldigen für diese Situation kennen: Roma. Im Laufe des Artikels kommt keiner der als Roma bezeichneten Menschen zu Wort. Stattdessen werden ihnen fehlendes Ordnungsbewusstsein, Zuhälterei und Kindesmisshandlung vorgeworfen. Bilder die die Mehrheitsgesellschaft hat werden unkommentiert wiedergegeben und damit reproduziert. Solche Muster untersucht eine Tagung die morgen in Berlin stattfindet. Sie trägt den Titel "Antiziganismus in den Medien". Mitorganisiert hat sie Andrea Wierich die mit Radio Corax gesprochen hat.



Interview // 11m31s // 04/2019 // Radio Corax

### [DE] CRITICAL WHITENESS / WEISSE IDENTITÄT




Vortrag von Hamed Abbaspur: Mit der sozialen Konstruktion der "weißen Identität" beschäftigt sich die Forschungsrichtung mit dem Namen "Critical Whiteness". Was das genau bedeutet und wie Theorie in der Praxis angewendet wird, erzählte uns Hamed Abbaspur. "Weiß sein" hat in diesem Kontext nichts mit der Farbe zu tun. Vielmehr wird, nach Critical Whiteness, "weiß sein" als soziale Konstruktion angesehen. Teil dieser konstruierten Identität sind Privilegien, die den People of Colour (POC) aufgrund gesellschaftlicher Strukturen verwehrt bleiben. Dabei hat eine kritische Auseinandersetzung mit der "weißen Identität" zunächst immer das Ziel der Sensibilisierung für und die Reflektion über die eigenen Privilegien sogenannter "Weißer".

Dabei kann eine Reflexion auf Seiten der Menschen ohne Rassismuserfahrungen nur stattfinden, wenn einerseits der Wille zur Auseinandersetzung mit sich selbst da ist, aber auch das Verständnis dafür, dass es in dem Diskurs nicht um persönliche Schuldzuweisungen sondern um das Offenlegen von zugrunde liegenden Strukturen geht.

Am besten wird diese Art der Reflexion der eigenen Stellung in der Gesellschaft laut Hamed Abbaspur durch direkten Erfahrungsaustausch zwischen den



**Welcome to LEMON**  
The online course for inclusive media training

 Introduction	 Module 1 - Words Matter	 Module 2 - Alternative Perspectives	 Module 3 - How to deal with Disinformation
 Self-Assessment and evaluation	 Sources and Resources		

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Introduction

Module 1 - Words Matter

Module 2 - Alternative Perspectives

Module 3 - How to deal with Disinformation



## Introduction



In this introduction you learn what to expect from the course and how the different interactive elements work. We will also invite you to complete an initial self-assessment.



[A guide through the Moodle course](#)



[Assessing your starting point](#)



[End of the Introduction to the course](#)



Your progress



Self-Assessment and evaluation



Sources and Resources

# LEMON Course - Inclusive Media Training (Eng)

[Home](#) / [Courses](#) / [LEMON Course - Inclusive Media Training \(Eng\)](#) / [Module 1 - Words Matter](#) / [Words and Gender](#)

## Words and Gender



Preview

Edit

Reports

Grade essays

## Gendered Language

### What is gendered language?

You have probably encountered documents that use masculine nouns and pronouns to refer to individuals whose gender is unclear or variable, or to groups that contain people who are not actually men. For example, the U.S. Declaration of Independence states that “all men are created equal.”

Generations of people have been taught to accept that in this context, the word “men” should be read as including both men and women. Other common instances of gendered language include words that assume connections between jobs or roles and gender such as policeman, fireman...

This activity involves examining the use of male-gendered nouns as “generic.”

As such, it aims to challenge the notion of the generic male as inclusive and to make you aware of gender-free, inclusive nouns and pronouns.

At the end, you will be able to identify and explain and apply gender criteria for inclusive and constructive reporting.

Next

You will not see the progress bar because you can edit this lesson



Preview

Edit

Reports

Grade essays

## Practicing inclusive words

Next, fill the gaps below with the gender-free, inclusive terms on the right (*when the colour of the box darkens, you can drop your word into it*).  
*Please, keep in mind that the key to the exercise is not to get the right answers, but to be aware of the possibility to use gender neutral expressions and words.*

For the benefit of all .

All  are created equal.

May the best  win.

Prehistoric

"To boldly go where no  has gone before."

of the Year

Peace on Earth, goodwill toward .

people

human being

human kind

Person

human beings

person

humanity

✔ Check

# LEMON Course - Inclusive Media Training (Eng)

Home / Courses / LEMON Course - Inclusive Media Training (Eng) / Module 1 - Words Matter / Words and Gender

## Words and Gender



Preview

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Reports

Grade essays


This is a space to self-assess the learning of the activity. Please, answer the questions below.






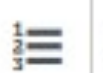


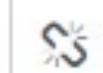





Your answers won't be shared with other participants and are only used to evaluate the usefulness of the activity by the trainers.

**1. Were you aware of gendered language before this activity? Please, write down a few lines about why do you think it affected you (or not).**

**2. What kind of actions would you take (if any) when encountering gendered language in the future?**

Your answer



## Some Recommendations Towards Gender Neutral Language

### Replace Sexist Language in Your Vocabulary

Remember that the goal is not to avoid referring to individual people as male or female when you are certain of an individual's gender. The goal is to be inclusionary when speaking in hypothetical statements or of mixed-gender groups or people who may be transgender or nonbinary.

- **Use genderless collective references:** Use *humanity* or *the human race* instead of *man* or *mankind* when you are referring to all people.
- **Avoid the generic he:** Don't use *he* or *him* as a generic term. Instead, use an appropriate article, such as *the*, *a*, or *an*. Instead of *his*, use *one's* or *a person's*. If you are speaking of a single hypothetical individual, use *person* or *individual* instead of *man*.
- **Describe roles without specifying gender:** Use genderless titles whenever possible, such as *meteorologist* instead of *weatherman*, *firefighter* instead of *fireman*, and *homemaker* instead of *housewife*.
- **Don't add gender markers:** Avoid adding gender markers to genderless titles, such as *male nurse*; use the genderless title alone (i.e., *nurse*). This should apply to all occupations; there is no reason to pair a person's gender with the individual's job title.
- **Use plural where possible:** Rework sentences in the plural to avoid gendered pronouns and possessive adjectives. This will create smoother and more grammatically correct prose than using a plural pronoun with a singular subject. For example:
  - **Sexist:** *Each student makes up his own schedule.*
  - **Grammatically incorrect:** *Each student makes up their own schedule.*
  - **Gender-neutral and grammatically correct:** *Students make up their own schedules.*
- **Include both male and female pronouns:** Recast sentences in the plural.
- **Use gender neutral letter greetings:** Don't address letters to *Dear Sir(s)*. Contact the company to get the actual name of the letter recipient or use "To Whom it May Concern" or similar.

(Links to sources used in the activities are available in the Sources and Resources section at the end of the course).



Self-Assessment  
and evaluation



Sources and  
Resources



## Self-Assessment and evaluation



In this final section you will evaluate your increased awareness and knowledge in the areas covered in the Modules.



Final Self-Assessment and evaluation



View



Assessing your learning through the course



View

Submit feedback



End of Self-Assessment and evaluation



View

Your progress



## Sources and Resources



In this section you can browse through the sources used in the course as well as further resources related to inclusion and diversity.



Overview: Sources and Resources



Module 1



Module 2



Module 3



Your progress 

**Visit:**

**[ethicalmediatraining.eu](http://ethicalmediatraining.eu)**

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**For more information:**

**[sally@near.ie](mailto:sally@near.ie)**

