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|  |  ICC LESSON PLANSharon AllieAzusa Pacific University**I. Context & Rationale** This lesson is part of a communicative, integrated-skills ESL course. It is designed for students with a high-intermediate ESL language ability, and will be taught at a U.S. community college. There are approximately 24 students in the class with a mix of nationalities and native languages. Approximately two-thirds of the class are Asian students (Japanese, Korean and Chinese), and the remainder are students from Eastern Europe, the Middle East and France. The majority of students are between the ages of 18 and 21, and one or two are in their mid- to late-twenties or thirties. Most of the students are working on their English language skills to eventually pass the TOEFL exam, get accepted into a university, and earn a four-year degree. There are slightly more females than males in the class. Each class is 2 hours in length.  According to Wintergerst and McVeigh (2011), “Stereotypes can be barriers to successful cross-cultural communication” (166).  Thus, in an ESL course with a heterogeneous mix of students from different cultures around the world, it is especially important to help students increase their awareness of the negative effects of stereotyping, including conflict and limits to meaningful communication and the understanding and appreciation of differences. This lesson is designed around an American film, The Breakfast Club, about five misunderstood teenagers, and their realization that they are all deeper than the stereotypes given to them. Most students in the class context will have recently graduated from high school, and will likely be able to relate on some level to the problems caused by the stereotyping in the film. Students will practice observing, identifying and reporting stereotypical cultural observations of American students and then make personal connections to their own experiences.**II. Lesson Plan****Title:** Stereotypes in American Teen Movies**Time Frame:** 2 hours**Assumption:**Students (Ss) will have viewed the movie, *The Breakfast Club,* and will have completed Handout A prior to this class. Ss will be familiar with the word “detention” (previously defined when the movie was originally assigned). **Materials Needed/Preparation Steps:*** Laptop with web access to play movie clips (below) and a compatible large projector screen, or large screen TV.
* You Tube Movie Clip #1: <https://www.youtube.com/watch?v=Z2WZrxuwDhs> (introduces characters, setting, time)
* You Tube Movie Clip #2: <https://www.youtube.com/watch?v=rnbDA4wKrg0> (shows students judging each other)
* Alternative media if a TV is used: *The Breakfast Club* DVD.
* Handout A: Basic Facts*: The Breakfast Club*
* Handout B: High School Stereotypes
* Handout C: Movie Characters
* Handout D: Journal Writing Homework
* Dry Erase Markers/Eraser
* Set-up and test that movie clips or DVD will work properly before the class begins

**Student Learning Outcomes:**1. SWBAT: identify and report cultural observations about others.
2. SWBAT: label movie characters with corresponding “stereotype” vocabulary.
3. SWBAT: write a journal entry that expresses understanding of the topic (cultural

 stereotypes), and correctly uses at least 2 new vocabulary words from the lesson.1. SWBAT: discuss the topic of stereotypes as it relates to the movie and to their cultures,

and demonstrate an understanding of the topic through active, meaningful, spoken discourse with classmates.1. SWBAT: “guess” the meaning of vocabulary through context.

**Assessment:** **–** T will informally assess students’ ability to identify and report cultural observations of the movie characters by observing group work, when Ss are filling out Handout C, and when individuals report group observations to the whole class.**–** T will informally assess students’ ability to accurately label movie characters with corresponding “stereotype” vocabulary by observing group work, when students are filling out Handout C.**–** T will informally assess students’ communicative activity through observations of group discussion.**–** T will informally assess Ss ability to “guess” vocabulary words through context in group work.**–** T will formally evaluate students’ written journal entries by looking for the correct use of new vocabulary, and for a clear understanding of the concept of stereotyping as it relates to the movie and individual students. **Warm-Up:** 1. Check-in: (5 min) Activate SchemataT: Asks Ss: How many of you watched The Breakfast Club?; What did you think about the movie?; Were there any aspects of the movie that were especially confusing? Do the students in the movie act like students in your culture? (T lets Ss know the class will discuss this issue further.)2. Handout A: (8 min) Factual Information about MovieT: Arranges Ss in groups of four, and Ss review their answers to Handout A, followed by a full-class review of answers. In addition to the five main characters, T will supplement list with secondary characters: “Principal Vernon” and “Janitor” if Ss did not mention them. 3. Handout B: (10 min) Learn New VocabularyT: Writes “stereotype” on the board, and elicits the meaning from Ss. T supplements the definition if needed with the following: We “decide” a person is a certain way based on their culture, ethnic heritage, gender, age, etc. T explains that each of the main characters in the movie are based upon American stereotypes. Ss: Write “stereotype” and its definition in their running vocabulary log in their journals. T: Explains that Ss will be learning some new vocabulary words for American teenager stereotypes. T also explains that rather than looking up words in a dictionary, Ss will work in groups to “guess” the meanings of words from the sentences in Handout B, followed by a whole class review.**Practice**4. Movie Clip #1 and Handout C: (13 min) T: asks students to think about which stereotype (just defined) describes each of the main characters in the movie. T: Shows Movie Clip #1Ss: In the same groups of four, work together to label each of the characters on Handout C with the corresponding stereotype label, followed by a whole class review. T: Asks: Did the students in the movie stereotype each other? By the end of the movie, did the students find that their stereotypes of each other were right or wrong? How do you know? **Production**5. Movie Clips #1 & 2 and Handout C: (21 min)T: Assigns each group of 4 students one of the five main characters to watch in the video clips, and points out that the blank column on Handout C is where Ss can write down information about their character’s “behavior, body language and clothing”. T: Shows Movie Clips #1 and #2 consecutively. T: In groups, Ss compare and combine their notes about their assigned character, and group volunteers present their descriptions to the whole class. On the handout, Ss take notes on the characters they did not focus on.T: Asks for a show of hands for the following questions: When you think about the five students in the film, which one do you think others might apply to you? “Think about which of the five main characters you are most like: Claire the popular girl; Andrew the jock; Allison the freak; Brian the geek; John the rebel (Mr. Vernon could be added for humor’s sake.) If none of these stereotypes apply to you, is there one in your cultures that someone may apply to you?T: Asks, “Do you think the students’ behaviors in the movie were acceptable?”, “Why/Why not?”, and “Would these be acceptable in your own country?” T: Asks, “Do any of the American stereotypes about teenagers we’ve discussed today exist in your culture?”, and “Can you think of some stereotypes about teenagers in your culture?6. Role Plays: Write Script (40 min)T: Explains that Ss, in groups of 5, will create a short, 3-4 minute script, where Ss create a new scene for the movie, or extend an existing scene. (Gadjusek, 251-252) Each S in a group picks one character from the movie (can include the teacher or the janitor), and everyone in the play must have at least one line to speak. Ss’ role plays cannot contradict information given in the story. T will give some sample story ideas.Ss: Will brainstorm their ideas for a script, and T will monitor Ss ideas and, if needed, help them solidify the direction they are going to take.Ss: Write scripts as a group.7. Role Plays: Performance (20 min)Ss: Give a brief introduction of their scene, and performs their role play.**Wrap-Up/Review** (2 min)8. T: Describes how the class focused on cultural stereotypes, and that sometimes people inaccurately apply stereotypes to us and to others. Next, T describes how characters in the movie had the opportunity to see past stereotypes, which allowed them to understand each other more accurately. Lastly, T describes that the class practiced “guessing” vocabulary from context, which is an important reading skill, and that it is not always necessary to grab a dictionary right away if they don’t know a word. **Homework** (1 min)9. T: Explains that Ss are to complete journal writing exercise in Handout D, and list/define the “stereotype” vocabulary from Handout B in their running vocabulary logs in their journals.Handout A:**Basic Facts: *The Breakfast Club***After watching the movie, answer the following questions. Please return the completed handout back to class:1. *Setting:* Where does the story take place?

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2. *Characters:* List the **Names** of all the main characters, and briefly **Describe each one** (What are they like?):

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| **Character** | **Stereotype** | **Body Language, Clothing & Behavior** |
| amhallBrian Johnson |  |  |
| eestevezAndrew Clark |  |  |
| jnelsonJohn Bender |  |  |
| mringwaldClaire Standish |  |  |
| asheedyAllison Reynolds |  |  |

Handout D:***Journal Writing Homework*:**Please read part of the letter Andrew wrote to Mr. Vernon at the end of the film below: “You see us as you want to see us—in the simplest terms, in the most convenient definitions. You see us as a brain, an athlete, a basket case, a princess, and a criminal. Correct? That’s the way we saw each other at 7:00 this morning. We were brainwashed.”Please address **two** of the following question in your journal; use **two** or more new vocabulary words from the lesson:1. From the text above, define the word “brainwashed”. Why do you think Andrew said the students had been brainwashed?
2. How do you think others might label you? Do others see you as a “princess”, a “criminal”, an “athlete”, or some other label? Do you think this stereotype is true about you? Why or why not?
3. Have you ever felt misjudged or stereotyped? What happened? How did this make you feel?
4. Have you ever misjudged someone based upon their culture? What happened? What made you change your mind about that person?

**References** Class notes. (2003). Retrieved June 2, 2013, from <http://www.nhvweb.net/Nhhs/SpecialEd/cmarko/filmconcepts/classnotes/classnotes.htm>Gajdusek, L. (1988). Toward wider use of literature in ESL: Why and how. *Tesol Quarterly*, *22*(2), 227-257.Wintergerst, A., McVeigh, J. (2011). *Tips for teaching culture: Practical approaches to intercultural communication.* White Plains, NY: Pearson Education. |
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