

1

What is citizenship?

The proposed syllabus for this section is a 'menu' for ESOL learners working towards Entry 1, 2 or 3. It is not exhaustive. Below is a suggested list of topics which could be studied under this section.

The items in bold are those which have teachers' notes and learners' activities associated.

- What is citizenship?
- **Citizenship and society: An overview**
- **Vocabulary for citizenship**
- **What does citizenship mean to you?**
- **Stereotypes**
- **Responding to stereotypes**
- What makes a good citizen?
- What does it mean to be a citizen in the learner's own country?
- Rights and responsibilities

1

What is citizenship?

Sources of the material used in this section

- www.ukba.homeoffice.gov.uk
- www.teachernet.gov.uk

Sources of other useful material

Useful resources

| Title | Publisher | Description |
|--|--|---|
| <i>Citizenskills</i> | NIACE/Basic Skills Agency | CD-ROM Offers a background on citizenship education and plenty of support materials for classroom use. |
| <i>English in Action CD series</i> | CTAD Interactive Learning | CD-ROM At E1, E2 and E3. Covers different aspects of living in the UK, for example finding a flat, joining the library and so on. |
| <i>Introducing Great Britain</i> | Pearson's Educational/Longman | VIDEO Two videos and a workbook; offers a comprehensive introduction to people, places, customs and traditions of Britain and plenty more for lower levels. |
| <i>Post-16 Citizenship Support Programme</i> | www.excellencegateway.org.uk/citizenship | WEBSITE Offers a range of resources, relevant news, information and details of support for post-16 citizenship. TEACHER SUPPORT |
| <i>Right Now</i> | Oxford University Press www.oup.com/ELT | VIDEO Workbook and teachers' book available; snapshots of British culture and lifestyle; designed for adolescents, but could be used with other groups. |

| Title | Publisher | Description |
|--------------------------|--|---|
| <i>Window on Britain</i> | Oxford University Press www.oup.com/elt | VIDEO Explores aspects of British life and culture; video guide and workbook. CD-ROM Explores the same aspects and includes work materials and activities. |

Every effort has been made to ensure that the information was correct at the time of publication.

Useful references

| Book title | Publisher/ISBN | Description |
|---|--|---|
| <i>Britain Explored</i> | Longman Publications, 2002 ISBN 0 582 47974 6 | Details of all aspects of life in Britain; very useful as a reference and suitable for all ages; with cassette. |
| <i>Cambridge ESOL Activities Entry 1, 2 and 3</i> | Cambridge University Press ISBN 978 0 521 71238 5 ISBN 978 0 521 71239 2 ISBN 978 0 521 71240 8 www.cambridge.org/elt/esol | Photocopiable activity books for the classroom, with teachers' notes, designed around a Citizenship syllabus; activities are stand-alone or can supplement other materials; suitable for adults and young adults. |
| <i>English Vocabulary in Use – Pre-intermediate</i> | Cambridge University Press www.cambridge.org/elt | A vocabulary practice book with very useful sections on government, the law, education, work, the media, arts and science. |
| <i>Key Stage Four Citizenship: The Workbook</i> | Coordination Group Publications, 2004. ISBN 978 1 84146 964 5 www.cgpbooks.co.uk | A 'fun' activity book, suitable for younger learners. Sections on human rights, multiculturalism, Britain and the world, law, politics, the economy, world trade and local community. |
| <i>Spotlight on Britain</i> | Oxford University Press ISBN 978 0 19 432788 6 www.oup.com/elt | A useful region-by-region account of life in Britain. |
| <i>What's it Like?</i> | Cambridge University Press, 2000 www.cambridge.org/elt | Life and culture in Britain today; details of all aspects of life in Britain; useful references and topics; suitable for young adults; with cassette and teachers' book. |
| <i>Britain for learners of English</i> | Oxford University Press, 2009 ISBN 978 0194306447 www.oup.com/elt | A book aimed at intermediate learners; provides information on British life, culture and history; photographs and illustrations; workbook and website. |

Every effort has been made to ensure that the information provided was correct at the time of publication.



Useful Websites

| Website | Web address | Description |
|--|--|---|
| Active Citizens in Schools | www.continyou.org.uk | This site offers information and advice to schools and colleges on how to set up activities, fund events and so on. |
| Association for Citizenship Teaching | www.teachingcitizenship.org.uk | Professional subject association for those involved in citizenship and education. <i>Teaching Citizenship</i> journal published twice a year. |
| The British Library | www.bl.uk | Very useful resource showing booklists and further activities related to citizenship. |
| | www.bl.uk/services/learning/teachers.html | Good materials for citizenship unit support under '21st Century Citizen'. |
| Citizenship Foundation | www.citizenshipfoundation.org.uk | This excellent site contains a wealth of information on all aspects of citizenship; materials to download, resources and booklets available. |
| Department for Education | www.education.gov.uk | A new government site which links to the former DCSF website and citizenship curriculum materials at Key Stage 3. Links to Teachernet website (www.teachernet.gov.uk). |
| Directgov | www.direct.gov.uk | Up-to-date information on present issues related to citizenship and local government nationwide. |
| English Management Direct | www.emduk.com/home.php | This site contains information on immigration and applying for citizenship. |
| ESOL UK | www.esoluk.co.uk | This excellent site was created by teachers for teachers (in the Leeds area). It contains videos and teaching materials which relate to each of the citizenship topics in the original materials. |
| National Institute of Adult Continuing Education | www.niace.org.uk | This site contains a wealth of information on basic skills and adult learning. Resources and useful publications to download. |
| Post-16 Citizenship Support Programme | www.excellencegateway.org.uk/citizenship | This site contains a wealth of resources, information and news to support the delivery of a citizenship curriculum in schools and colleges. |
| Teachernet | www.teachernet.gov.uk | This is an excellent site for teachers (primary, secondary, 14–19) with information and links to a huge range of resources on all aspects of teaching and learning, including citizenship. The citizenship section provides resources and links to relevant topics, such as diversity, European Union, charities, human rights and justice. |
| | www.teachernet.gov.uk/teachingandlearning/subjects/citizenship/ | |

| Type of resource | Online or downloaded? | Level/adaptability |
|---|--|---|
| Lots of text , not very accessible or interactive for students. Help with organising pupil-led activities such as learning support, peer counselling, religious awareness, and so on. | Lots of ideas: how to get involved out of class hours and the benefits of this; self-confidence/esteem, and so on. Probably used as research/resource. | Teachers' resource |
| Text primarily, including citizenship leaflets, articles and news related to citizenship. Reports on community involvement with issues like the Holocaust and the Indian tsunami. | Articles to be downloaded , including ESOL peer mentoring schemes, case studies and lesson plans including images. | E2+ |
| Pictures, images and text. | Students can read books online , and look at pictures on the computer. Also music and sound archive via collections. | E3+ but could be adapted |
| Articles are mainly text based, but opportunity to listen to oral memories of the Holocaust in sound archive and read accompanying information cards. | Information on how words have been borrowed from other languages and assimilated into English. Word building. Online images available. | E3+ complex text |
| Wealth of resources for students at all levels. Very colourful and user-friendly site. | Mock parliament video online, lots of case studies and pamphlets available to download . | E1+ |
| Mainly text . Links to former DCSF website pages. | The DCSF website has articles on different kinds of topics to download and print off. | Teachers' resource |
| Mainly text . When searching site search engine displays results with a percentage grade of relevance. Very quick and easy to refine search. | Possible to sit mock and real exams online , fill in forms and find latest travel advice online . Information on citizenship ceremonies to download . | Quite simple text. With adaptation, E1+ |
| Text and images. Useful information on immigration, points-based system and citizenship. | Information is online and can be printed off. | Teachers' resource |
| Videos, worksheets and classroom materials on citizenship topics, with reading and listening comprehension tasks. | Online resource. Option to print off activities. | E1+ |
| Mainly text . | Option to download publications and journals. | Teachers' resource |
| Mainly text . Search facility and links to a wide range of resources, teaching materials and classroom activities. | Materials and resources can be downloaded. Teaching resources and activities will need to be adapted for Entry level ESOL learners. | Teachers' resource/E3+ |
| Text . Search facility for finding resources and materials relating to citizenship. Text-based site, primarily designed to support teachers in delivering the citizenship curriculum in schools. | Links to mock elections, related documents, publications and case studies. Option to download teachers' packs. | Teachers' resource |

1.1 Citizenship and society: An overview

| Entry 1 | Entry 2 | Entry 3 |
|--|--------------------------|--|
| State wishes (negotiate content with learners). (Sd/E1.1b) | State wishes. (Sd/E2.1b) | Talk about feelings, wishes and hopes for the future. Talk about own needs and wants. (Sd/E3.1c) |

Suggested procedure (Entry 3)

Task sheet 1

- Learners talk about how long they have lived in Britain, where they live and what they like and don't like about Britain.
- Give learners Task sheet 1, ask them to read the questions and ask them to tick the things that help them to feel they are part of the UK. Assure them that they don't need to show this to anyone. Ask them to report on any aspect they want to share with the whole group.
- Learners talk about their hopes for the future, for example: *'In the future I would like to own my own flat'; 'I hope my family can come to join me here soon'.*

Quiz

- Learners work in pairs to complete the quiz. Reassure them that lots of people born in the UK would not be able to answer all the questions. Note areas of knowledge and interest to learners.

Differentiation

- *Pair weaker learners with stronger learners.*

Task sheets 2 and 3

- Discuss what learners know about another country.
- Learners fill in and reflect on the questionnaire on Task sheet 2. If appropriate, they can work in pairs with a friend, speaking their own language.
- Ask them to tell the class one fact about the country, on any subject they choose.

- Move on to Task sheet 3. Learners talk about what they would like to know more about. Encourage them to note their needs and interests at the bottom of the page.

Differentiation

- *Some learners may be embarrassed because they feel they don't know much, either about the UK or other countries. Other learners may be very keen to let you know about expertise or interests that they have. Try to give them as much choice as you can to decide whether or not to show you what they have written.*

Language points

Integrate the following specific language points:

- ways of talking about hopes for the future;
- modal verbs, for example 'need to', 'would', 'might'.

Extension activities

- Ask the learners to write a few paragraphs about what they want to know about the UK, and why they want to learn English. Use this to diagnose strengths and weaknesses in written English, as well as to note the content.
- Ask the learners to select one of the areas in the list on p. 12 and research it on the Internet.
- Entry 1 learners could make a poster with visuals and key vocabulary or write key words on cards.

Additional materials needed

- Access to the Internet.

For answers to quiz questions, see the answers section, p. 319.

Citizenship and society: An overview

1.1

Task sheet 1

What are the things that help you to feel you are part of the UK?

1. Understanding English.
2. Having family and friends who live here.
3. Having friendly neighbours.
4. Having a husband or wife who was born in the UK.
5. Having children who go to local schools.
6. Renting or owning a flat or a house.
7. Having a job.
8. Having the same religion as people around you.
9. Voting in an election.
10. Being involved in my local community.
11. Joining a class or a club.
12. Anything else.

Look at the above areas and talk about your hopes for the future.

1.1 Citizenship and society: An overview

Quiz: Living in the UK – How much do you know?

Try this quiz on British history, politics, law, education, jobs and culture.

British history and politics

1. 'The United Kingdom' means:
 - a) England, Scotland and Wales
 - b) England, Scotland, Wales and Ireland
 - c) England, Scotland, Wales and Northern Ireland

2. Two of these party names have the same meaning. Underline them:
 - a) Labour b) Tory
 - c) Conservative d) Liberal

3. How many Houses of Parliament are there?
 - a) One b) Two c) Three

4. How often are general elections held?
 - a) About every 5 years
 - b) About every 7 years
 - c) About every 10 years

5. How old do you have to be before you can vote?
 - a) 16 b) 18 c) 21

6. When did the National Health Service begin?
 - a) 1800 b) 1925 c) 1948

Law

7. What can happen to a person who drives without insurance?
 - a) They can get a fine of up to £5,000 and penalty points on their licence
 - b) They can go to prison
 - c) They can lose their car

8. What happens to a person who has a TV but no licence?
 - a) Their TV will be taken away
 - b) They can get a £500 fine
 - c) They can get a £1,000 fine

(Continued)

Citizenship and society: An overview

1.1

Quiz continued: Living in the UK – How much do you know?

9. What can happen to a person who plays music loud, late at night, and disturbs the neighbours?
- Their music equipment can be taken away
 - They can get a £50 fine
 - They can get a £500 fine

Employment

10. What are the minimum wages per hour for people under and over the age of 22?
- £3.80 (18–21) and £4.50 (22 and over)
 - £4.83 (18–21) and £5.80 (22 and over)
 - £4.50 (18–21) and £5.00 (22 and over)
11. How many hours is an employer allowed to make his or her employees work in a week?
- 48
 - 50
 - 52
12. What is National Insurance?
- Private medical insurance
 - A tax used for building roads and hospitals
 - Money you pay the government, so you can get benefits if you need them

Sources of help and information

13. Where would you go if you needed help?
Match the following problems with the sources of help on the right:

| | |
|--|--|
| 1. Your neighbour's dog barks all night | A. Your GP |
| 2. Your child needs to find out about the Great Fire of London | B. The local council |
| 3. There's a dangerous hole in the road | C. Relate |
| 4. You feel depressed all the time | D. A debt counsellor |
| 5. You want to know which schools there are in your area | E. The local council |
| 6. You can't pay your bills | F. The education department of your local council, or the Internet |
| 7. You and your wife/husband argue all the time | G. Your local library, or the Internet |

1.1 Citizenship and society: An overview

Task sheet 2

Think about what you know about another country.

Think of the country you know best *outside the UK*. It may be the place where you were born and grew up, or it may be a country where you lived for a long time as an adult.

Decide how much you know about different aspects of life there, for example:

- I know a lot.
- I know something.
- I know very little.

Fill in the chart, but you don't need to show it to anybody.

| | I know a lot | I know something | I know very little or nothing |
|---|--------------|------------------|-------------------------------|
| The political system | | | |
| The history | | | |
| The geography | | | |
| The various people who live there – different groups | | | |
| The country's relationships with other countries | | | |
| Human rights | | | |
| The work that people do and the employment system | | | |
| The health system | | | |
| The housing that people live in and the system for finding a home | | | |
| The education system | | | |
| How people relate to each other in the community | | | |
| The law | | | |

Citizenship and society: An overview

1.1

Task sheet 3

Now think about what you know, and what you would like to know about the UK.

| | I know a lot already | I know a little already | I would like to know more |
|---|----------------------|-------------------------|---------------------------|
| Parliament and the electoral system of the UK | | | |
| Geography and history of the UK | | | |
| The UK as a diverse society (the various groups of people who live in the UK) | | | |
| The UK in Europe, the Commonwealth and the United Nations | | | |
| Human rights in the UK | | | |
| Work in the UK | | | |
| The health system in the UK | | | |
| Housing in the UK | | | |
| Education in the UK | | | |
| Volunteering and citizenship | | | |
| Getting involved in your community | | | |
| Faiths and beliefs | | | |
| Knowing the law in the UK | | | |

I need to know more about:

.....

I would be interested in knowing more about:

.....

1.2 Vocabulary for citizenship

| Entry 1 | Entry 2 | Entry 3 |
|--|--|--|
| Choose some elements of citizenship. (Sd/E1.1) | Give an opinion about elements of citizenship. (Sd/E2.1) | Discuss and negotiate about important elements of citizenship. (Sd/E3.1) |

Suggested procedure (Entry 3)

- Direct learners to the list of words on the opposite page, and ask them to find meanings in a dictionary and/or, if possible, learners' other languages.
- Clarify any meaning difficulties and pronunciation issues, drilling if necessary.
- Ask learners to individually choose three or four of the words that they feel are very connected to the idea of citizenship, and then explain their choices to their partner.
- Now put learners in groups of four or five – again, they should explain which words they chose and why, and then, as a group, negotiate to make a list of six words they agree on as being very connected with citizenship.
- Ask a spokesperson from each group to explain the group's choices to the class as a whole.
- Discussion – do learners see any differences between citizenship in the UK and in their own countries?
- Encourage learners to use L1.

Differentiation

- *Encourage learners to use L1.*
- *A lot of this activity can be usefully conducted in L1 if necessary (or possible).*
- *Allow stronger learners to translate forward and back for weaker learners.*

- *Write some short dictionary definitions of the words, or examples illustrating them, for learners to match the words to.*

Language points

Integrate the following specific language points:

- highlight other forms of the same words, for example *society/social/antisocial/socialise*;
- explore collocations, for example *high/polite society, social unrest/problems/services*;
- identify and highlight noun endings, for example *....ity /....dom /....ment*.

Extension activities

- Do extensive dictionary training work with the list of citizenship words.
- Ask learners to extend the list by adding their own citizenship words.
- Make a recording of English speakers/higher level ESOL learners doing the same task – compare their answers with your own class's.
- Ask learners to interview friends/family/colleagues and find out their answers to the same task.
- Ask learners to discuss the difference (if any) between ideas of citizenship in the UK and in their own country.

Additional materials needed

- Dictionaries.

Vocabulary for citizenship

1.2

Society

Morality

Community

Charity

Respect

Freedom

Government

Diversity

Values

Justice

Rights

Responsibilities

| Vocabulary | Meaning in your language |
|------------------|--------------------------|
| Society | |
| Community | |
| Respect | |
| Government | |
| Values | |
| Morality | |
| Charity | |
| Freedom | |
| Diversity | |
| Justice | |
| Rights | |
| Responsibilities | |

1.3 What does citizenship mean to you?

| Entry 1 | Entry 2 | Entry 3 |
|--|---|---|
| Read and identify key vocabulary. (Rw/E1.1, Rw/E1.2) Speak clearly. (Sc/E1) Talk about citizenship. (Sd/E1.1c) | Read and identify key vocabulary. (Rw/E2.3) Use a dictionary. (Rw/E2.4a) Discuss views on citizenship. (Sd/E2.1d) | Read and identify specialist vocabulary. (Rw/E3.1a) Use a dictionary. (Rw/E3.3a) Discuss views on citizenship. (Sd/E3.1d) |

Suggested procedure (Entry 3)

- Based on the pictures opposite, prepare picture cards and cards with key words/phrases for learners to match to the pictures, e.g. 'soldier', 'wheelchair', 'election', 'recycling bin', etc.
- Ask learners to work in pairs to match the words/pictures. Drill for pronunciation practice.
- Take feedback and check the answers.
- Now ask each learner to choose two pictures/words which they feel illustrate what citizenship means to them.
- Ask learners to work in pairs or small groups. They should give reasons for their choices and discuss the connections between the pictures they have chosen and the idea of citizenship.
- Show learners the five statements about citizenship and ask them to discuss the questions.
- Introduce/review vocabulary, such as: belonging, participating in, nationalism, repression, liberty, involvement, community, duties, rights, responsibilities.
- Now ask learners to draw a visual representation to illustrate what citizenship means to them. Show the example on p.19. This can be a good way to engage learners and promote discussion.
- Learners draw a visual representation of what citizenship means to them and explain their visuals to each other.

Differentiation

- *There is a lot of abstract vocabulary in this section, so bilingual dictionaries and/or translator help would be very useful.*
- *Extend vocabulary work for stronger learners (see below).*
- *Select fewer pictures/words for E1 learners.*

Language points

Integrate the following specific language points at the appropriate stages in the procedure:

- lexis surrounding citizenship;
- pronunciation (for example, stress patterns in multisyllabic words);
- verb forms, especially modals, to express obligation (for example, 'have to' 'don't have to', 'must', 'should', etc.);
- language for expressing opinions, views, agreeing and disagreeing.

Extension activities

- Prepare some anagrams of the new vocabulary and ask learners to unjumble them.
- Learners research and talk about and/or write a short account of how to become a citizen in their country of origin.
- Learners could find out about citizenship ceremonies – what happens, the cost, etc.
- Learners use a search engine to find images which relate to their ideas about citizenship and create a class collage.
- Learners write sentences based on pictures, for example, *I never/sometimes/always recycle plastic.*

What does citizenship mean to you?

1.3

A



B



C



D



E



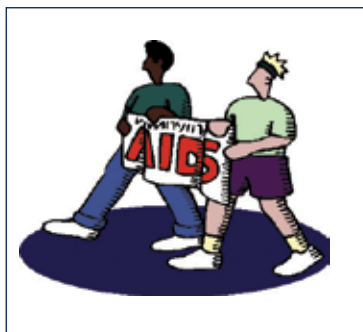
F



G



H



I



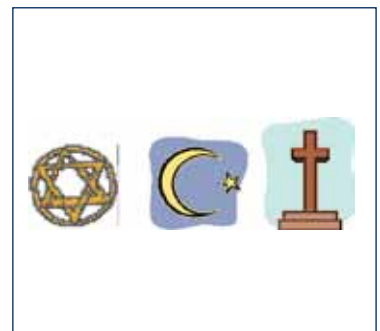
J



K



L



1.3 What does citizenship mean to you?

Read the statements below.

- Why do you think there are different views of citizenship?
- Do you agree with any of the statements below? Why/why not? If you do not, write your own view.

A

Citizenship is about taking part in public life and helping to build strong communities

B

Citizenship is about belonging to a society and having rights and responsibilities

C

Citizenship is about legal status and having a British passport

D

Citizenship is about feeling safe and secure

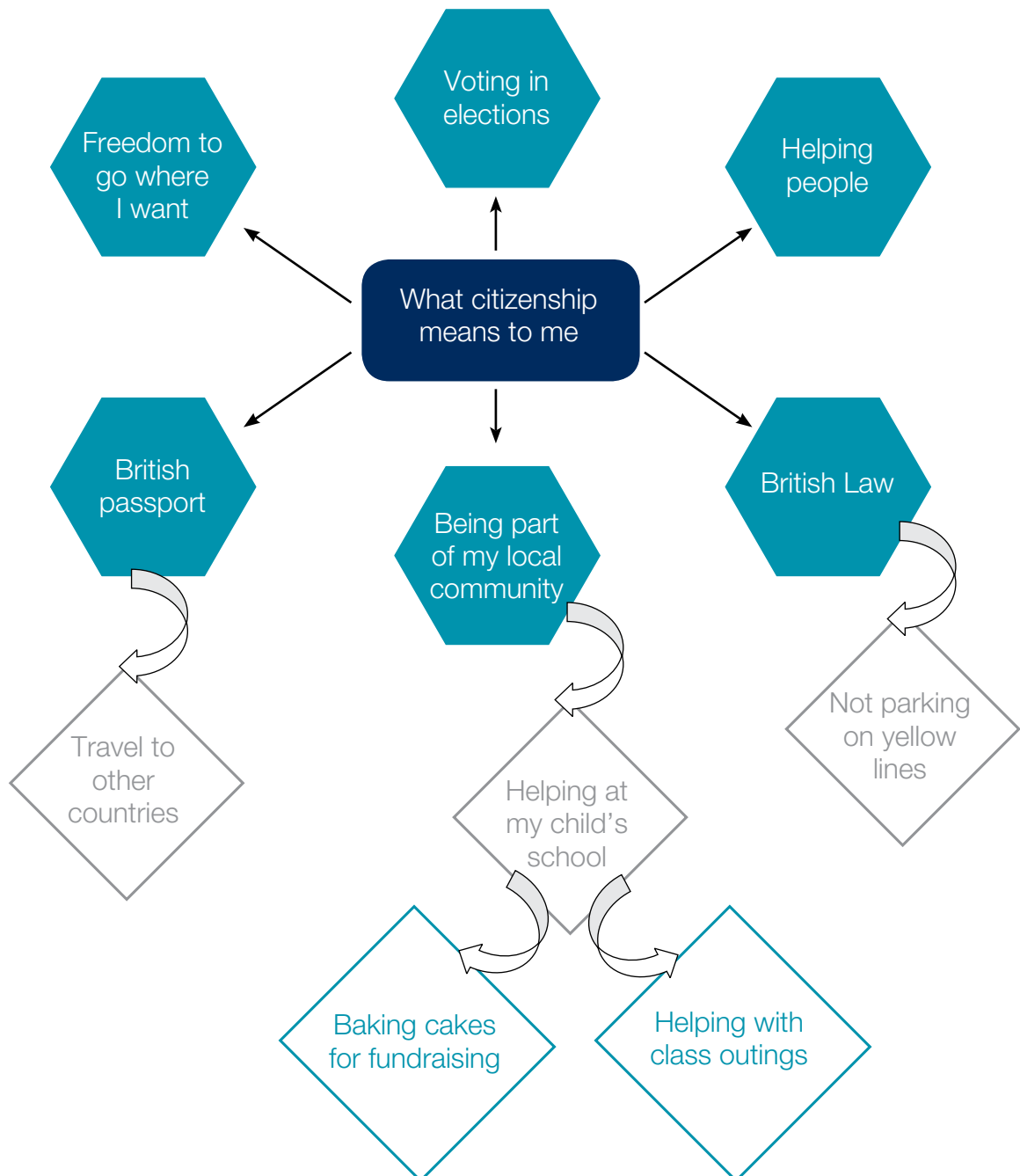
E

Citizenship is about making a long-term commitment to a country

What does citizenship mean to you?

1.3

Example



1.4 Stereotypes

| Entry 1 | Entry 2 | Entry 3 |
|---|---|--|
| Respond to statements with an opinion. (Lr/E1.5d) | Give an opinion. (Sd/E2.1d) Write a short text. (Wt/E2.1a) | Discuss expectations and stereotypes. (Sd/E3.1d) Write a personal account. (Wt/E3.2a) |

Suggested procedure (Entry 2)

Task sheets 1 and 2

- Ask learners to begin discussing their ideas about customs and habits in the UK, then give them Task sheet 1. Check vocabulary, then ask them to work in groups to decide if they think the statements are true or not. Take feedback.
- Ask learners to work in pairs to read the texts on Task sheet 2 and decide which of the statements on Task sheet 1 each one is referring to.
- Check any unknown vocabulary.
- Ask learners in their pairs to decide how many of the statements on Task sheet 2 agree with the stereotype.
- Encourage discussion around some issues, for example comparing the way 'please' and 'thank you' are used in different societies.

Differentiation

- *If possible, learners might benefit from being in first language groups and discussing in the first language, then reporting back in English.*

Task sheet 3

- Encourage learners to talk about what they expected before coming to the UK and what they found.
- Give them Task sheet 3, and ask them to read the passage and note the language use.
- Ask learners to write their own passage.

Differentiation

- *More able writers can write a longer passage, while others write a small amount, proof-read, correct and re-write.*

Language points

Integrate the following specific language points:

- simple present tense, positive and negative;
- simple past tense.

Extension activities

- Learners discuss customs in a range of countries.
- Learners read accounts in student magazines written by learners about their arrival in the UK, and possibly write their own.

Stereotypes

1.4

Task sheet 1

People who don't live in the UK sometimes have ideas about life in the UK.

For example:

1. "People in the UK like to form orderly queues and wait patiently for their turn, for example when waiting for a bus."



2. "A handshake is a common form of greeting among the people here."



3. "People are very polite, and say 'please' and 'thank you' a lot."



4. "People pay for drinks in pubs and bars at the time they order them."



5. "People don't like it if you ask personal or intimate questions."



6. "People drink lots of tea and the national dish is fish and chips."

Maybe these things are true, maybe they are not.

Think about your experience of life in the UK.

Look at the above statements and talk about whether they are true or not, for example:

- I think it's true.
- I think it's partly true.
- I don't think it's true.
- I don't know, I haven't enough experience of it.

1.4 Stereotypes

Task sheet 2

Read what these UK citizens say about the ideas on Task sheet 1. For each one, write in the number of the idea that they are talking about.



"I think it's true that people say 'please' and 'thank you' a lot, but it's not politeness, it's just the custom. I often travel to Europe and people don't say 'please' and 'thank you' so much, but they are polite all the same."

"Yes, it's true on the whole that you pay for a drink when you order it, but it depends where you are. In a restaurant, you pay when you finish. Sometimes, in a café, you don't know whether to pay before or after the meal."



"I live in London, and I find that people push to be first on the bus. There is no queue. The bus doesn't always stop exactly at the bus stop and people rush to get on. However, I know it's different in some smaller towns."

"Personally, I like to drink lots of tea and I love fish and chips. However, I don't think people see it as a national dish. Lots of people eat spaghetti, curry, Chinese stir-fry and other types of food from all around the world. In fact, some people say the national dish is chicken tikka masala."



"People don't shake hands so much now, except in very formal situations, for example when you arrive for a job interview. Kissing on both cheeks is much more common than it was 20 years ago."

"I think it's certainly true that there are questions you don't ask. It's the same in all societies, but the questions may be different. Here, most people don't like it if you ask certain questions, such as 'How much money do you earn?' or 'Why aren't you married?'"



How many agree with the ideas on Task sheet 1? How many disagree?

Stereotypes

1.4

Task sheet 3

Before you came to the UK for the first time, what did you expect?

Think about:

- the weather;
- the people;
- the food;
- the buildings;
- anything else.

Did you find what you expected?

Read this passage:

“Before I came here, I thought: ‘The UK is cold. I am going there in winter. I will find it very cold.’

When I came I found that it is cold one day and warm the next day. No two days are the same.

It is not exactly what I expected.”

Write your own passage:

Begin:

“Before I came here, I thought

.....”

Continue:

“When I came, I found that

.....”

Finish with one of the following:

- “It is exactly what I expected.”
- “It is not exactly what I expected.”
- “It is more or less what I expected.”
- “It is very different from what I expected.”

1.5 Responding to stereotypes

| Entry 1 | Entry 2 | Entry 3 |
|--|---|--|
| Watch a film clip which challenges stereotypes. (Lr/E1.1) Agree or disagree. (Sd/E1.1c) | Watch a film clip which challenges stereotypes. (Lr/E2.1) Express views and opinions. (Sd/E2.1d) | Watch a film clip which challenges stereotypes. (Lr/E3.1) Raise awareness of specialist vocabulary relating to stereotypes. (Rw/E3.1) Express views and opinions. (Sd/E3.1d) |

Suggested procedure (Entry 3)

- Set the scene by showing learners a clip from a film which challenges stereotypes, e.g. 'Bend it like Beckham', which is about a young Asian girl who wants to become a footballer, or 'Billy Elliot' which is about a young, northern working-class boy who wants to become a ballet dancer.
- Check learners have understood the film clip and elicit what stereotypes are being challenged. Alternatively, show photos to illustrate stereotypes.
- Use this as an opportunity to check learners understand the term 'stereotype' and pre-teach key vocabulary, such as, *allowed*, *expected*, etc.
- Prepare cards of the stereotypes on p.25. Ask learners to look back at the examples of stereotypes on p.21 and then hand out the activity sheet. Ask learners to read the statements and check understanding.
- Then give learners blank cards to write down their own examples of stereotypes. You may need to prompt them by suggesting stereotypes they have seen in the media or have experienced themselves (e.g. age, gender, culture, race, religion, social class, jobs, hobbies, etc.)
- Review language of agreeing/disagreeing and ask learners to complete the boxes, drilling phrases as necessary.
- Now ask learners to work in small groups. They take it in turns to pick one stereotype statement card and read it aloud. The others agree, disagree or partly agree, giving reasons using 'because'.

Differentiation

- Prepare comprehension questions in advance before showing the film clip; adapt them for lower/higher level learners.

- *Instead of asking learners to work in small groups with statements about stereotypes, pin up the statements cards around the room and ask learners to put a post-it under each one ('agree' 'disagree' or 'don't know').*

Language points

Integrate the following specific language points:

- lexis surrounding stereotypes;
- language for agreeing/disagreeing and expressing uncertainty, including intonation and stress patterns;
- giving reasons using 'because';
- use and non-use of articles in generalisations.

Extension activities

- Use the film to develop learners' listening comprehension skills.
- Bring in examples of stereotyping in the press and on TV for further discussion; or give learners copies of magazines and ask them to find adverts which are examples of stereotyping.
- Watch one or two of the videos on www.jrf.org.uk/publications/our-stories-our-lives (Saiqa or Mumtaz) Ask learners to identify what stereotype the video challenges. Ask them to discuss whether or not they agree with Saiqa or Mumtaz. Learners could then create their own video.
- Ask learners to watch a video or read an article which challenges stereotypes and ask them to give a short talk about it.
- Provide learners with case studies to read and discuss (e.g. Activity 5, 'We all came here from somewhere' 2006, LSN).

Additional materials needed

- Film, e.g. 'Bend it like Beckham' or 'Billy Elliot'.
- Photos to illustrate or challenge stereotypes.
- Audio-visual facilities (TV/DVD player).
- Internet access for YouTube videos.

Responding to stereotypes

1.5

Read the statements about British stereotypes on page 21.

Here are some more examples of stereotypes:

Men who like computers have no social life.

People in the North of England are friendlier than people in the south.

Women from India and Pakistan have arranged marriages.

1. In groups of two or three, write down your own example of a stereotype in the box below.

Now think of ways of agreeing or disagreeing. Write them in the boxes.

Agree

That's so true

Disagree

I don't agree

I don't think so

Partly agree

I'm not sure

2. Work in groups. Mix up all the stereotype statements cards and take it in turns to pick one of the cards. Read it aloud and ask the others if they agree, disagree or partly agree with the statement and why.
3. Which ones do most people agree/disagree/partly agree with?

