



Lesson Plan

Name: **National stereotypes**

Length of lesson: 45min.

Overview description of your students 15 16-year-old students; B2 level; English is a compulsory subject-4 lessons a week.

Distinguishing fact from opinion. Examining assumptions. Describing and interpreting.

In this lesson, I anticipate students will be challenged by:

- Distinguishing true and simplistic view of a culture; Recognizing stereotypes.
- Speaking about sensitive aspects (nationalities, religion)

To address these challenges, I plan to

- In order to minimize the challenge of sensitive aspects, I will create friendly and sympathetic atmosphere at the lesson.
- In order to minimize the challenge of recognizing stereotypes, I will give examples, describe some stereotypes myself and explain why they give a simple description of a cultural being.

This is the way I will assess my students

1. Active participation in the discussion/answering questions
2. Checking Understanding.
3. Comprehension questions.
4. Originality of ideas. Interpretation of what they see. Quick thinking.
5. Creativity. Ability to work in a team/group. Presentation skills.

Objective(s): By the end of the lesson, students will be able

- To describe 5 cultures relevant to their context.
- To realize that national variety enriches modern society.
- Recognize stereotypes, express opinions about them and justify it
- To develop critical opinion to existing national stereotypes.
- To practice communicative and presentation skills

Detailed Lesson / Activity Plan Steps

Time	Lesson Content / Activity Stages	Students will...(what they will do and how they will interact with each other and the content)	Language focus (what kind of language will the students be using / practicing)	Role of the teacher... (my role, and what I will be paying attention to)	Questions that I will ask the students to deepen their learning
5 min.	Introduction/warm-up. “Heaven is where the police are British, the cooks are French, the mechanics are Germans, the lovers are Italian and it’s all organized by the Swiss. Hell is where the police are Germans, the cooks are English, the mechanics are French, the lovers are Swiss, and it’s all organized by the Italians.”	Read a joke on the screen: Answer the questions. Say what the topic of the lesson is.	Vocabulary on giving opinion	Presents a joke to steer students’ interest/intrigues. Elicits students’ answers. Checks understanding. Explains the term “national/cultural stereotype”.	<ul style="list-style-type: none"> • Questions on the joke: • Do you find this joke amusing? • Do you think it corresponds to these nationalities’ reputation? • Can you improve it by changing some of the nationalities or some of the jobs? • Do you have tourists from other countries? Which nationalities? What are they?
5 min.	Culture definition	Give their ideas about culture. Try to define “culture”. (students work as a class)	Vocabulary on giving opinion	Elicits students’ answers. Asks to explain/give examples. Leads students to the definition.	What, in your opinion, is culture? What comes to your mind when you hear the word “culture”? (associations)

					<p>Do you realize what culture you belong to?</p> <p>How do you know you belong to this very culture?</p> <p>Are there any things which are relevant to one culture and not to the other?</p> <p>How culture influences you on a regular basis?</p>
10 min.	Watching video or reading the article “Introduction to culture”	Watch or read the article.		<p>Asks questions to check understanding.</p> <p>Explains what is not clear.</p> <p>Answer students’ questions.</p>	<p>What is 3Ps?</p> <p>Give examples of 3Ps relevant to your culture.</p> <p>What is intercultural competence? Is it needed to people? Why?</p>
10 min.	Picture description and interpretation (annex 1)	Describe pictures. Define culture/nationality on each picture. Explain how they know it.	<p>Present simple for habits/routines.</p> <p>Vocabulary for clothing, food.</p> <p>Vocabulary for nationalities, national symbols.</p>	<p>Demonstrates pictures.</p> <p>Helps to identify cultures if students have difficulties.</p> <p>Asks questions.</p>	<p>Representatives of what cultures are shown?</p> <p>What helps you to understand that?</p> <p>What perspectives, products and practices are shown in each picture?</p> <p>What pictures, in your opinion, are stereotypical?</p> <p>Do you think cultures are shown in a simplistic way?</p> <p>Are they true to life?</p>

10 min.	Making posters.	Work in 5 groups on 5 cultures relevant to them: Lithuanians Russian, Polish (cultures of the country they live in), British and American (cultures of the language they learn). Create posters for 5 cultures showing perspectives, practices and products. Present posters to the class.	Present simple for habits/routines. Vocabulary for clothing, food. Vocabulary for nationalities, national symbols.	Monitors students' work. Helps with vocabulary. Gives advice. Encourages creativity.	
5 min.	Reflection on the lesson.	Answer teacher's questions. Express their opinions on the lesson.		Asks questions. Summarizes the lesson. Assesses students' work. Outlines the next lesson on the topic.	What was new for you? What was unexpected? What was difficult? What do you like the most and the least? Do you think you have become more culturally competent?