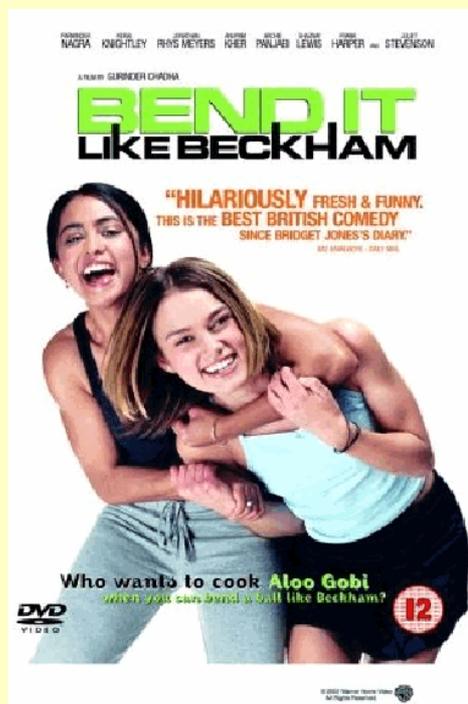




Equal Opportunity and Diversity Learner Materials: Secondary Learners

- Authentic Material:** DVD clip from *Bend It Like Beckham* directed by Gurinder Chadha (Kintop Films, 2002)
- EO+D Theme in Clip:** Sexual orientation
- Other EO+D Themes:** Gender, ethnicity, religion, family values, age
- Language Level:** Intermediate and above



Plot summary

Bend It Like Beckham is about two girls who are really good at playing football. Their parents, friends and other people say that girls shouldn't be playing football. The main character, Jess, is a second generation British-Asian girl whose mother wants her to be more like a stereotypical Indian daughter who's good at cooking to set herself up for an Indian man to marry. British girl Jules' mother wants her to be more into makeup and clothes and present herself well to have the pick of men to choose from, whereas the girls want to aim for and reach the top.

The highly acclaimed actors from India and the UK present a vision of multicultural Britain in the 21st century. The characters are so real and familiar it is moving when someone wants to do something and everyone is against them. The message of the film for teenagers is to be true to yourself and hold on to your dreams.

The selected clip focuses on sexual orientation and can be used to facilitate discussions and explore teens' concerns about being lesbian or gay.

Possible syllabus fit

This lesson series could be thematically and linguistically linked to *'energy Book 2'* by Elsworth and Rose (Longman, 2004). It links to the theme in unit 10 *'Film and TV'* and recycles and extends the film lexis presented and practised on page 109 as the speaking task to talk about a favourite film.

The sexual orientation aspects attended to in the lesson are embedded within the language and skills focus and are presented within the scope of the learners - given their ages and language levels.

Suggested Procedures

1. Beckham Photo Prompts – introduction of Beckham – checking learners know who he is – to create context for viewing the DVD clips

Show photos on whiteboard. Ls answer questions in pairs such as:

Who is he?

What does he do?

What teams has he played for?

Who would think he is a hero? Why?

Do you think he's a hero? Why? Why not?

Is there a footballer in your country who's a hero? Who? Why? Where do they play?

2. Initial Viewing – Back to the DVD – to enable Ls to watch / listen for gist

Use Scene 1 (with sound off) where Jess is dreaming about playing football with Beckham. Set up 'Back to the DVD' activity by allocating pairs using "Posh" & "Becks". Posh sit with their backs to the DVD and make notes while Becks describe what's happening. Swap half way through.

Then play scene again and all Ls watch (with sound on) to check their ideas.
Brief feedback slot.

3. Second Viewing – Comprehension & Discussion – to enable Ls to watch for specific information and gain a deeper understanding of the diversity issues in the film

Play Scene 1 again and have Ls complete the following comprehension questions:

- Who's playing football?
- Who is the main actor?
- What's she doing?
- Are you surprised? Why?

After viewing, Ls check in pairs and then have whole class discussion, for example:

- Where's she from?
- How do you think her parents feel about her dream?
- If she were from your country, do you think her parents would feel the same way? Why?
- If you were her, what would you do?

They may identify the UK from the terraced houses, interiors, etc, if not, feed in some cultural information. Ask where her parents are from originally and where they think Jess was born, what passport she has, etc. This builds the concept of a multicultural society.

4. Watch Scene 12 – Wrong Conclusions – to enable Ls to watch for specific information and set the scene for exploration of sexual orientation in a teen-relevant context

Use Scene 12 (during which Jules' mum thinks she is a lesbian and where Tony comes out and tells Jess he is gay). Set up True / False Task using Worksheet A (see over).

Ls compare their answers in pairs and then expand into a wider discussion.

You could use a translation activity to help learners understand the conversations more.

Work more on culture and context to help learners gain a deeper understanding. Explore: why is Jules' mother really upset and why doesn't Tony feel able to tell anyone he's gay?

To provide a scaffold, you could show the scene with the English-language subtitles.

5. Sequencing Scene – to enable Ls to read for detail and gain a deeper understanding of the sexual orientation aspects in the scene

Hand out cut ups of one of the three conversations either between Jules and Jess, Jules' Mum and Dad or Tony and Jess (depending on the focus of your lesson). See Worksheets B, C, D (see over).

Ls work in groups to read and sequence in order.

Feedback: Ls watch for a final time to check.

6. Vocabulary Building – to enable Ls to deduce meaning of key lexis from context using the conversation as a scaffold

Ls use Worksheet E (see over) and match vocabulary items with definitions, check in pairs and then whole class feedback.

7. Pyramid Discussion – to develop oral fluency and enable Ls to identify with the film

Set up a pyramid discussion where Ls discuss in pairs, then groups, and finally whole class. Ls give opinions re coming out in their contexts – how would family members, friends and others react?

Next Lesson

9. Consequences Activity – to enable Ls to personalise further and review second conditional

Ask Ls *'What would you do if you were Tony?'*

Elicit an example and highlight the language form.

Set up the 'consequences' activity:

- Ls write one sentence at the top of a piece of paper. E.g. *If I were Tony, I'd come out to my family.*
- Pass paper to next team and they write a sentence with the consequence from sentence 1. E.g. *If I came out to my family, they'd probably be furious.*
- Ls fold the paper so sentence 1 is to the back and unseen. They then pass their paper to the next team. They read sentence 2 and write a new conditional. E.g. *If they were furious, I'd try to get them to understand.*
- Ls fold the paper so sentence 2 is to the back and unseen. They then pass their paper to the next team and so on. Continue until the paper reaches the original team.
- Ls then unfold the papers and read all the consequences and results. To share ideas stick them on the wall and have Ls mingle to read and vote for their favourite.

10. Process Writing – to enable Ls to personalise further and consider sexual orientation in their own contexts

In groups, Ls write a role play where a teenager in their context comes out to her/his parents.

11. Checking Meaning and Accuracy – to enable Ls to support each other with written clarity and accuracy

Ls swap their scripts with other groups to provide feedback on content and accuracy.

Ls then incorporate corrections and write up new versions.

14. Fluency Practice – to build Ls' confidence and sensitise them to the need for clear pronunciation

Using IC recorders / Audacity / dictaphones etc Ls record themselves and then listen to check their pronunciation is clear.

Ls also practise acting out their role plays.

15. Class Performance – to provide Ls with a sense of achievement and focus on each others' interpretations of issues surrounding sexual orientation in their contexts

If your Ls are willing, they act their role plays for the whole class and decide which one they thought resolved conflicts best and why.

16. Reflective Review – to enable Ls to view their learning as coherent and develop their metacognitive awareness

Review what the Ls did over the series of lessons and why they did it. Ask questions to focus them on the sexual orientation aspects and what they have learnt from the lessons.

Adapted from Lesson Synopsis designed by Sue Hicks, Senior Teacher Academic & ICT Support, British Council Bangkok

Other Authentic DVDs

If you'd like to focus further on the challenges facing teenagers and adults when trying to reconcile their sexual orientation and religion, you could design a language-related lesson series around clips from these DVDs:

Teenagers

Skins, TV Series (E4, 2007), Series 1, Episode 6

A clip in this episode features Anwar, a British Muslim teen and his best friend Maxxie, who is openly gay. It focuses on the tensions in their friendship due to differences in values, family and societal pressures. This could be used for language / skills focus while addressing issues around multiculturalism, religious belief and sexual identity.

Adults

A Jihad for Love, directed by Parvez Sharma (2008)

This film focuses on the real lived stories of lesbian and gay Muslims. It was filmed over five and a half years, in 12 countries and in nine languages. It focuses on the true meaning of the Islamic concept of "Jihad", which refers to 'an inner struggle' or 'to strive in the path of God'. There are many examples of English as a lingua franca in the film which means you could readily combine activities for language and EO+D focus.

For more information, visit: <http://www.ajihadforlove.com>

Bend it Like Beckham: Worksheet A

True or False

► Watch Scene 12 'Wrong Conclusions'. Decide whether these statements are *True* or *False*:

1. Jess is angry about kissing Jules' boyfriend.
2. Jules' mum thinks her daughter is lesbian.
3. Jules' dad agrees with her mum.
4. Jules' mum doesn't like George Michael.
5. Jess wants an Indian boyfriend.
6. Jess doesn't think Beckham is a good football player.
7. Tony tells Jess that he's gay.
8. Tony wants people to know that he's gay.

Bend It Like Beckham: Worksheet B

Dialogue Sequencing (Jess and Jules)

- Read the speech bubbles and put them in the correct order:

Jess: Look it was a mistake. I didn't know what I was doing.

Jules: Yeah well, you should.

Jules: I'm not in a strop.

Jules: Yeah right Jess, I know what I saw. You knew he was off limits. Don't pretend to be so innocent. You knew exactly how I felt about him.

Jess: You said you didn't like him. Now you're acting as though you're in love with him.

Jules: You don't know the meaning of love. You've really hurt me Jess. That's all there is to it. You've betrayed me.

Jess: So that's it.

Jess: I didn't!

Jules: Yeah well, you should.

Jess: Sorry, I don't want you to be in a strop with me.

Jules: I can't believe you kissed him!

Jess: Look Jules, I feel really bad about what happened

Bend It Like Beckham: Worksheet C

Dialogue Sequencing (Jules' Mum and Dad)

- Read the speech bubbles and put them in the correct order

Dad: George Michael is still a superstar and you still listen to him.

Mum: But I heard her! No wonder she never looked twice at that Kevin or brought any boys home. I tried to get her nice clothes, we've had some lovely prints in this summer, she never wants to go shopping with me. It was terrible what they did to that George Michael going on about him and all his private business in the papers like that. Oh no!

Dad: You're jumping to all the wrong conclusions.

Dad: What's going on?

Mum: That's why she's been depressed lately. 'Cos that Jess broke her heart. She was in love – with a girl!

Bend It Like Beckham: Worksheet D

Dialogue Sequencing (Jess and Tony)

- Read the speech bubbles and put them in the correct order

Jess: Sorry. You know my coach, yeah?

Jess: I nearly kissed him in Germany.

Tony: I like you, yeah.

Tony: No Jess, I really like Beckham.

Jess: Do you fancy me, Tony?

Tony: I really like Beckham too.

Tony: Jess, what's going on?

Jess: Well, 'course you do. No one can cross a ball or bend it like Beckham.

Tony: Yeah.

Tony: Wow! And that's why you need an Indian boyfriend.

Jess: Well, Jules likes him too and now she hates me.

Tony: Oh look Jess, you can't plan who you fall for, it just happens. I mean... well look at Posh and Becks.

Tony: I haven't told anyone.

Jess: I just think I need an Indian boyfriend.

Jess: Well Beckham's the best.

Tony: What is going on Jess? You're acting all weird.

Jess: Oh good, maybe we can go out then, yeah?

Jess: What? You mean... But you're Indian!

Bend it Like Beckham: Worksheet E

Vocabulary Matching

► Match the expressions with their meaning below:

1.	To feel really bad about something	a.	To be in love with someone unexpectedly.
2.	To be in a strop with someone	b.	To have a relationship with someone
3.	S/he's off limits.	c.	To not be interested in a person romantically.
4.	To jump to the wrong conclusions.	d.	To regret that something happened.
5.	To never look twice at someone	e.	To be interested in a person romantically.
6.	To fancy someone	f.	To be angry with someone.
7.	To go out with someone	g.	You are not supposed to try to have a romantic relationship with this person.
8.	To fall for someone	h.	To decide something has happened without the full facts / information.