



ZSL

**Zentrum für Schulqualität
und Lehrerbildung
Baden-Württemberg**

Unterricht in Zeiten von Corona

**Unterrichtsentwurf Englisch (Einzel- oder Doppelstunde)
Stereotypes/Racism – Short Movie *Silent Beats***

Klassenstufen 9-11
Gymnasium



Zeit	Phase	Material	Hinweis/mögliche Ergebnisse
5'	Listen to the sounds in the beginning of this film clip we are going to watch. What are your associations?	https://www.youtube.com/watch?v=76BboyrEl48 <i>Ersten 30 Sekunden; nur Ton; kein Bild</i>	<ul style="list-style-type: none"> - Loud noise - Aggressive sounds - Gun sounds? - Breathing? - ...
5'	Viewing ((Part 1) Watch the first part. What happens? What is the film director' s idea/method?	<i>Bis ca. 1:21</i> <i>Tipp: Ton danach eher leise abspielen, da er von SuS als extrem unangenehm empfunden wird</i>	<ul style="list-style-type: none"> - Tension in a small shop - Owner is suspicious about the boy - The film director tells the story and gives an insight into the thoughts of the protagonists
12'	Viewing (Part 2) Watch the rest of the short film. Post-viewing: What is the movie about? Write a mini-text of 3-5 sentences for a movie-website. <i>(Ergebnisse austauschen und keywords festhalten)</i>		<ul style="list-style-type: none"> - Stereotypes - clichés - Racism/racist attitude - judging s.o. by - cultural prejudice - discrimination - discriminate against .. -
15'	Viewing (All) Watch the movie and retell what happens. Use the worksheet (1) to fill in your findings.		<i>Tipp: Klasse in 2 Gruppen teilen: A füllt „storyline“ aus; B füllt „thoughts“ aus. Anschließend diskutieren A + B über die letzte Spalte (effect) + füllen sie gemeinsam aus.</i>
To be continued (z.b. als Doppelstunde)	<i>Weiterführende Aufgaben s. Aufgabenzusammenstellung (2); vor allem grüne Vorschläge</i>		<i>Evaluation Transfer</i>

Titel der Handreichung

Possible tasks – suggestions for teachers (2)

Silent Beat- <https://www.youtube.com/watch?v=76BboyrEl48>

Possible tasks: **comprehension** – **analysis** – **evaluation/transfer**

1. What is the movie about?

2. Summarize the film clip in 3 sentences.

3. Retell the story.

4. Retell the story with the help of a story board.

5. Make a list of the clichés being used.

6. What “real”/reliable information do we get about the protagonists.

7. Describe the outward appearance of the protagonists.

8. Which elements in the film make it an “American” story?

9. How does the film director use sound in this film clip?

10. Describe what kind of cuts are being used and what effect this has on the viewer.



11. Identify the different camera angles used in this clip.
12. Analyze the camera angles used in this clip.
13. Choose one of the scenes, reconstruct it in a still/freeze. Explain why you chose it.
14. Comment on the film director's choice of a black and white movie.
15. What do you like/not like about the plot?
16. Which elements/sequences in the film can be/ need to be improved?
17. Pick one of the protagonists and create his/her profile on the basis of the clip. You may add elements.
18. Create another character for the clip that could be added or may replace any of the other characters.
19. Create thought bubbles for the following scenes:
Present your findings while playing the film sequence (stop film when you want to read out the text.)
20. Write a newspaper report about the incident.
21. Write a dialogue in which the tap dancer talks about the incident with a friend.

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