



TITLE
APPEARANCES ARE DECEPTIVE



AUDIOVISUAL RESOURCE
Snack Attack. <https://smarturl.it/n6hnqd>



TOPIC
Identification and emotional expression, empathy, decision making, self-control, creativity

SUBJECTS
English as a foreign language

SCHOOL CONTEXT
Bilingualism

RECOMMENDED AGE
From 10 to 12

SUMMARY
A lady arrives at the train station, stops at a vending machine to buy some cookies, and sits on a bench with a young man to wait for the train. While she is reading a newspaper, the lady realizes that the young man is eating all the cookies and gets angry. As she boards the train, she sees the packet of cookies in her bag and she realizes what really happened.

THEORETICAL BASIS: Nobody likes to be judged, much less by their appearances. However, there are certain stereotypes that cause prejudice or preconceived ideas about people without any information or foundation to support them, since they are usually based on beliefs generated and shared by a group. These cognitive biases cause a negative attitude towards the person being judged.

Being aware of these ideas, identifying our feelings and managing our behavior consciously is a feasible and necessary task to develop self-control, encourage reasoned and thoughtful decision-making, and promote empathy. In addition, in the educational context there are numerous interactions between equals, which are sometimes influenced by these biases. Therefore, this proposal represents a benefit at an individual level, but also at a collective level, aimed at improving social relations among students.

PURPOSE: This proposal begins with the viewing of a short film called Snack Attack (2012), that deals with how the unfounded mental images we make of people, lead our behavior, sometimes unconsciously, towards negative attitudes. Starting from

this context, we will reflect on the short film through dialogue and promoting empathy.

The dynamics that are proposed throughout the activity make it easier to work on the vocabulary related to actions (buying, pushing, shouting, reading...) and also with emotions. The role-play is the central axis of the proposal, since it allows exercising understanding and active empathy among equals; simultaneously improving the assertiveness of our students in terms of acceptance of the other.

Also, it promotes the development of interaction skills and oral skills (both active listening and oral production), which is essential for learning and mastering any language, and even more so when it comes to a foreign language.

LESSON PLAN

Stage 1: Impressed?

To begin the activity, the teacher will present the two protagonists of the short film that will be seen below, to investigate prejudices and stereotypes.

Today we are going to see a very interesting short film, but first I am going to introduce its two protagonists to see what you think about them.

Thus, we will expose the image of sheet 1, and we will ask several questions.

What is the woman like? What is the boy like? What would you think of the woman if you meet her in the park? And of the boy? What attitude does the woman seem to have? And the boy? What first emotions does the woman awaken in us? And the boy? What do you think the short could be about?

NOTE TO TEACHERS: The questions that have been asked above are merely an indicative example.

Once the round of preliminary questions has been made, we present the short film Snack Attack (2012).

Once the students have seen it, the teacher will ask several questions to infer the theme of the work and reflect on what has been observed.

What happened?, What caught your attention?, What did you think about the boy at first?, Why?, Did his opinion change when he finished watching the video?, Would you have thought the same if that young man's place had been another older woman?, Do you think that the woman's attitude would have been different if the boy had been an older woman just like her?, Why does this happen?, What is it that makes us to have a certain opinion of a person without knowing them?, Have you ever thought something about someone and when you met them you realized that you were wrong?

Stage 2: Take action against prejudice

In the second phase, we will create our own short film based on a creative mini-story invented by the students, which we will represent through role play. For this, the first thing is to divide the students into groups of 4 to 5 people and explain to them the project that we are going to carry out.

Now, we are going to create our own short film using "appearances are deceiving" as the guiding thread. Each group is going to create a mini-story, which they will later represent in class, and to help you in this process, I am going to give you a worksheet. Important, before we get together and start thinking, we are going to review several actions (verbs) in English that you can use in your story.

In stories, the actions that occur and the actions carried out by the characters are fundamental, therefore, in this activity it is essential to review the action verbs that we have previously studied, and add some new actions that occur in the story of short film, such as: walking, sitting, getting up, talking, listening to music, being hungry, pressing a button, hitting, pushing, kicking, picking up, putting away, opening, eating, reading the newspaper,

cleaning, getting on a transport (train), buy, wait for the train, get angry, realize, feel bad about oneself, be surprised.

NOTE TO TEACHERS: Teachers can add as many verbs as they want and deepen the emotional vocabulary if they think it is convenient. Also, students can be allowed to use the dictionary.

With the groups made, the presentation of the activity carried out and the verbs reviewed, we will give each group a copy of Sheet 2, which will facilitate the work of creating the story by having all the essential elements that they must think and invent to his little story.

Before creating the story with the help of the worksheet, we will ask the students to brainstorm together about the main theme of the story, its introduction, middle and end. It is really important to emphasize that they must play with the theme of stereotypes, prejudices and how appearances are deceiving as we have reflected when watching the short film.

Stage 3: Creating our story

With clear ideas about the main topic of the short story, the students will continue with the creative process. They must choose the characters that will participate in the story and describe their characteristics and qualities (for this we can review the descriptions in English).

NOTE TO TEACHERS: It is convenient that the number of characters that participate in the created story is the same as the number of members of the group or one less in case there is a narrator, so that everyone can participate in the representation.

Next, they will focus on the setting section, to select in which space (real or fictional) the story will take place and specify some details about it.

The last step to create our mini-story will be raised

in an organized and coherent way, all the actions that are going to occur. To do this, we will follow the outline of the sheet, describing with emotion what events occur in the introduction, which in the development, and which in the outcome (3 sequences: introduction, middle and end).

NOTE TO TEACHERS: During the process of creating the story, it is necessary that the teacher go to the groups to supervise the process and offer immediate feedback to the students, as well as guide and help them if they have doubts or get stuck.

Stage 4: ¡Act and enjoy!

The story is finished, now what? Now, it is time to take action, transforming a written story into an oral performance through role-play.

The teacher will indicate that to carry out the role-play, each group must designate the roles (what each student does) based on the characters created for the story and/or the narrator.

The props and decorations help the viewer to immerse themselves in the exposed story. Therefore, we will offer students a certain time (10-15 minutes) to reflect on these elements, select some of them that are within their reach or manually create some easy detail that they consider significant.

After that, it is the time for students to practice staging before performing it on the classroom "stage."

NOTE TO TEACHERS: It is convenient, when using a foreign language, that students have time to rehearse both the actions and the oral discourse that they are going to represent. It is important to emphasize the classroom rules so that all groups can rehearse (volume, low tone of voice).

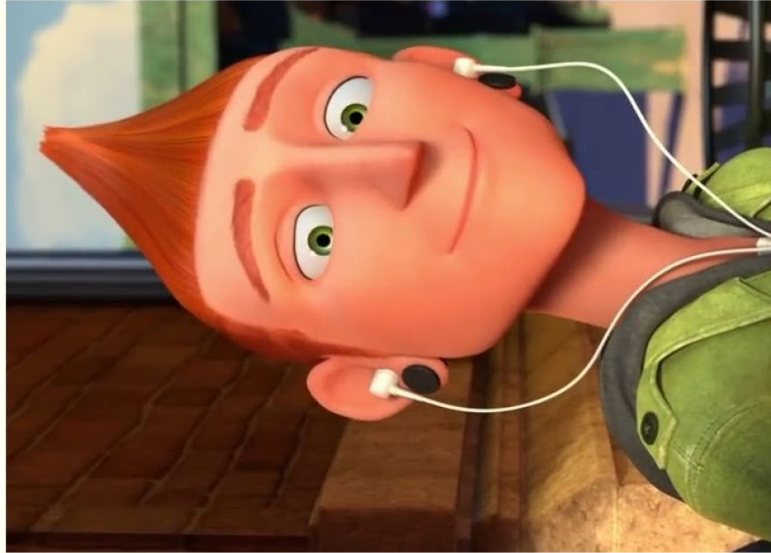
Finally, it is time to enjoy the work and effort made by the students. Each group will act out the story. At the end of each presentation, the rest of the teams

will have a couple of minutes to think of a brief oral comment that they will transmit to their classmates about the emotions that their story has generated in them and something that they particularly liked or captured their attention. After the contributions of the rest of the teams, the teacher also offers feedback.

NOTE TO TEACHERS: During the exhibitions, the teacher makes a recording to obtain the short films of each group. Watching the presentations afterwards is a good exercise to improve your pronunciation.

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Activity designed by: Teresa Hidalgo Méndez.



HOW TO CREATE A SHORT STORY

1. Title

(The first step can also be the last one, once you have finished the story)

A good title has to **intrigue and attract** the reader. It should illuminate the story but without revealing its mysteries.



It is important that it be short (10 words maximum), clear and concise



2. Characters

You have to select and **define the characters** that are going to participate in the story.

To **describe** them, we can use its physical and personality traits, describe the place where they live, what their hobbies are, etc.



3. Setting

You have to describe the place where the story takes place, whether **real or fictional** (invented). It is important to give details of that scenario to engage the reader and give realism and credibility to the story.



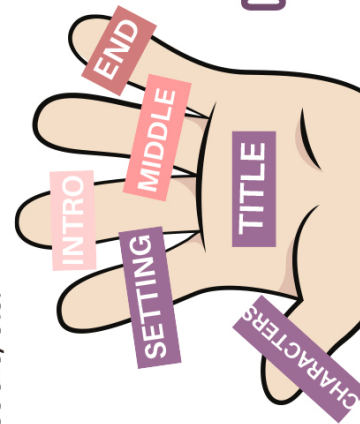
4. Actions

Introduction

Middle/Development

End/Outcome

In all the stories there is a set of real or invented **events** that follow an ordered **sequence** divided into these **3 parts**. To connect those parts we can use **connectors**.



REMEMBER THE RULE

OF THE HAND!

ACTIONS
Introduction
Middle/Development
End/Outcome

CHARACTERS
SETTING