

KNEE-TO-KNEE SILENT MOVIE - HIDDEN FIGURES



TYPE & NATURE: In pairs and in presence of teacher

DURATION:

Preparation teacher - before the activity: App. 2 hours to watch “Hidden Figures” + time to select the quotes and timestamps.

Preparation students - before the activity: App. 2 hours to watch “Hidden Figures”.

In class and provided that the students have watched the film: 60 minutes.

OBJECTIVES: The purpose of this activity is for students to be able to explain how gender stereotypes have a negative effect on various aspects of women’s lives. They should know and understand that stereotypes should also be solved at an organisational level if equity is to be achieved.

LEARNING OUTCOMES (EASY Course Framework)- Learners:

K_03.4.4: explain how stereotypes on gender affect negatively various aspects of women life

K_03.7.7: know and understand that stereotypes should also be solved at an organizational level if equity is to be achieved

K_02.4.7: realize that stereotypical discrimination leads to a violation of fundamental human rights (e.g. respect for dignity and worth, freedom of personal development)

K_03.3.5: list and understand social determinants of gender stereotypes

RESOURCES & TOOLS necessary:

- The film “Hidden Figures”.
- Relevant scenes from the film which focus on stereotypes.
- To help the teacher, an overview of quotes and timestamps has been made.
- Translation of the quotes into your national language if necessary.
- A computer/tablet/mobile phone per pair of students.
- Headphones: One per pair of students (the students might have these themselves).

SHORT DESCRIPTION:

In pairs, the students are going to describe a scene showing some form of stereotypic behaviour from the film to each other.

In plenary the class discusses how the scenes show discrimination and/or stereotypes. They also discuss which words the students used to describe the scenes and how these terms/words contribute to framing the characters in the film in a stereotypical manner.

IMPLEMENTATION

1. INTRODUCTION FOR TEACHER (time: 10 min):

- The teacher provides the chosen timestamps on the board. BUT NOT THE QUOTES
- The students are divided into pairs.

2. INTRODUCTION AND ACTIVITY FOR STUDENTS (time: 40 min.):

- Student A sits with the device in front, headphones on and watches the time stamped sequence.
- Student B sits opposite student A (and cannot see the screen or hear the dialogue).
- Student A describes the scene while Student B listens and summarises subsequently what has been said. For each scene, student B describes how stereotypes are present in the scene.
- Change roles.

3. CLOSURE (time: 10 min.):

In plenary:

- Discuss how the scenes show discrimination and/or stereotypes.
- Which words did the students use to describe the scenes and how do these terms/words contribute to framing the characters in the film in a stereotypical manner.

RECOMMENDATIONS

It is important that the teacher stresses that when student A describes a scene to student B, the student should not just give a summary of the scene. Student A should have focus on interpreting the scene.

Ask student B to take notes while student A talks. This way it becomes easier for student B to describe how stereotypes are present in the scene.