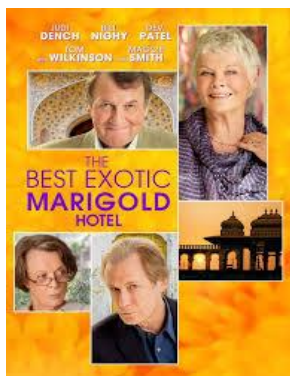


WHO I AM?....

Let's Get to Know the Marigold Hotel Customers through Their Self-assessment



TYPE & NATURE: Work individually, in pairs or small groups; in educator presence, face to face activity; Watching the movie is required before activity.

DURATION: 45 min.

OBJECTIVES: Detecting linguistic symbols of age stereotypes in the self/evaluation of others; identifying the reasons of using such statements by people, identify preventive solutions.

LEARNING OUTCOMES (EASY Course Framework)- Learners:

S_01.6.4: indicate relationships between the stereotype (age) and the way they treat others

S_01.8.5: are able to demonstrate different linguistic patterns according to the stereotypes connected with certain target groups that hold certain characteristics (age)

RESOURCES & TOOLS necessary:

1/ Letter scatter (att. 1- for each participant), 2/ coloured markers, 3/ cards with a quote of the selected statement (att. 2- one per group/pair), 4/ 'Five-whys' graph (att. 3-one per group/pair, size A3 recommended)

SHORT DESCRIPTION: Work individually, in pairs or small groups. Analysis of selected monologue from the film, "Five -whys" technique as the propose a solution to prevent stereotypical self-assessments

IMPLEMENTATION

1. INTRODUCTION: Individual letter scatter-reminder of the names of the main characters of the film "The Best Exotic Marigold Hotel" (time: 5 min.)

- Distribute word scatterplots to everyone laying them with the blank side on top (reduced in size pattern below-printable pattern in Appendix 1), ask participants not to turn them over.
- Give **instructions**:

On the distributed cards there is a letter scatter in which the English-language names of the film's characters are hidden. Your task is to find them and surround them with colour. You have 2 minutes to do this, which I will count down with a timer. I will count down the last 10 seconds loudly.

The person who finishes before the end of 2 minutes turns the card over and raises her/ his hand.

- Ask the 'winners' to read the names, write them on the board.

Completed example,
reduced in size

A	D	O	U	G	L	A	S	B	P
J	I	T	G	J	O	N	O	I	E
M	U	R	I	E	L	N	N	G	N
A	K	E	T	A	D	I	G	R	A
G	E	L	E	N	O	R	M	A	N
D	A	N	R	A	R	U	I	H	G
E	V	E	L	Y	N	D	N	A	S
N	Y	R	A	F	A	Y	A	M	Y

2. GUESS WHO & WHY?- analysis of the monologue selected from the film (time: 30 min.)

- Depending on the total number of learners, divide them into small groups (3-5 people, when the group has about 25 people) or pairs (when a small but paired number of people take part in the class).
- Give the groups a card with **the monologue** and **instructions** for the task (full size in attachment 2)

"Look at us. A group of self-deluding old fossils traipsing around as if we're on some bloody gap year, humiliating ourselves. (...) We should just face up to the truth. That we're all old. We're all past it. That's the real truth. The raw, unvarnished fact of the matter. All we're good for now is a beige bloody bungalow. With a sodding panic button in the... sodding corner"

Instruction:

Please, read the statement, then:

- 1/ recall which character from the film is the author of this statement (there are visible names on the board, one of them belongs to the author)
- 2/ underline the passages in it (phrases or words) that can be considered symbols of the stereotypical image of old age
- 3/ using the "Five-whys" graph, explain the reasons for the way the author of this statement thinks about her/himself in this way and propose a solution to prevent such self-assessments

- Give the pairs/ groups 20 minutes for doing tasks.

CLOSURE. (time: 10 min.)

- Prepare a place on the wall to display "Five-whys" graphs, ask groups/pairs to place them.
- Ask all participants to read the suggestions for preventing the construction of auto stereotypes.
- Ask them to place their 'colourful' initials next to those they will apply to themselves or others.

RECOMMENDATIONS:

- 1/ We will most fully achieve the intended learning outcomes by organising the activity within a short time of watching the film (2- 3 weeks).
- 2/ The activity can be developed by adding other stereotypical statements of film characters or examples of statements heard by participants in real life.