

Topic	Counteracting Accent Discrimination Implicitly: Listening to Nigerian English with a Focus on Afro dance and Cultural Appropriation	Duration	135 minutes
Type	Lesson Plan		
CEFR level	B2		

GOALS/PURPOSE/AIMS

- Implicit counteracting of accent discrimination through listening to Nigerian English in order to extract and discuss information from a documentary on Afro dance.
- Students are able to describe the origin of Afro dance and discuss different views of Nigerians on the challenges Afro dance is facing. They further critically reflect on the problem of cultural appropriation of and beyond Afro dance.

MATERIALS/RESOURCES USED

- Philander, K. (Director). (2022). (Un)credited: The past, present, future of Nigeria's Afro Dance scene [Documentary]. Redbull TV. <https://www.redbull.com/int-en/films/un-credited>
- Canva: <https://www.canva.com/>
- Scaffolding sources

- i-D. (2019, November 12). What Defines Cultural Appropriation? [Video]. YouTube. https://www.youtube.com/watch?v=_AMrJRQDPjk&t=148s
- Jacobs, B. (2022, May 16). What defines cultural appropriation? BBC. <https://www.bbc.com/culture/article/20220513-what-defines-cultural-appropriation>
- TEDx Talks (2021, May 26). Cultural Appropriation in America: Teri Beasley. [Video]. Youtube. <https://www.youtube.com/watch?v=ph1AqbVce1w>

PROCEDURES (STRUCTURE)

1. Lead in (Plenary Work):

The teacher shows a sequence (00:06:15-00:08.00) of the documentary in which different Afro dance styles are shown. While watching the students make hypotheses about the content of the documentary which are collected on the smart- or blackboard by the teacher.

2. Watching Phase I (Individual Work):

Before dealing with different Nigerian perspectives on Afro dance, students watch the first 01:49 minutes of the documentary to get a brief overview of Afro dance in Nigeria. While watching students make notes about the most important facts the sequence is mentioning.

3. Comparison of Results (Plenary Work):

The results are collected by the teacher in form of a mind-map on the smart or blackboard.

4. Watching Phase II (Jigsaw Puzzle):

In six different groups students listen to one perspective on Afro dance and note down their results in a worksheet so that each group has these for the Jigsaw Puzzle in the next phase.

Task 1: Listening Activity

Listen to the sequence(s) assigned to your group and work on the questions in the table. Please note that there are sequences who do not answer all questions.

Speaker/Perspective	What role does Afro dance play in the person's life?	What role does the person ascribe to Afro dance globally and nationally?	What challenges do Afro dance and afro dancers face in the person's view?
Kafayat Oluwatoyin Shafau 00:04:23 – 00:06:01 & 00:14:53 – 00:15:14			
Blayke 00:08:40 – 00:11:27 00:40:55 – 00:42:22			
Davido 00:14:54 – 00:16:57			
Hermés 00:17:00 – 00:20:02 00:42:57 – 00:43:48			

BJMIAH 00:11:27 – 00:13:30 00:30:22 – 00:33:00			
Seyioluyole 00:20:20 – 00:23:35 00:43:49 – 00:44:00			

Task 2: Afro dancers in particular highlight the problem of western artists appropriating their dance styles. Following up on this, please work on the tasks below:

1. Research on the internet what cultural appropriation is and why it is considered a problem and discuss in how far it relates to the sequences from the documentary.
2. Reflect on examples of cultural appropriation and prepare a digital poster with the digital platform *Canva* (<https://www.canva.com/>) in order to raise awareness for the problem of cultural appropriation.
3. If you need help, you can use the snippets from the box on the table that provides you with some sources you can start your research with.

In both phases students work on the following questions.

Please note that there are sequences who do not answer all questions:

- What role does Afro dance play in the person's life?
- What role does the person ascribe to Afro dance globally and nationally?
- What challenges do Afro Dance and Afro dancers face in the person's view?

Group 1: **Kafayat Oluwatoyin Shafau:** 00:04:23-00:06:01; 00:14:53-00:15:14

Group 2: **Blayke** 00:08:40-00:11:27; 00:40:55-00:42:22

Group 3: **Davido:** 00:14:54-00:16:57

Group 4: **Hermés:** 00:17:00-00:20:02; 00:42:57-00:43:48

Group 5: **BJMIAH:** 00:11:27-00:13:30; 00:30:22-00:33:00

Group 6: **Seyioluyole:** 00:20:20-00:23:35; 00:43:49-00:44:00

Afterwards the groups are reorganized into expert groups so that every perspective is represented at least once in each group. The students discuss their results based on the guiding questions and supplement their worksheets.

5. Comparison of Results (Plenary Work):

The results are compared in plenary and collected by the teacher on the smart or blackboard.

6. Reflection Task (Group Work):

In the original groups from the second watching phase the students take a coherent look at the results in order to work in the following tasks. The results are collected on a digital poster using Canva.

Afro dancers in particular highlight the problem of western artists appropriating their dance styles.

Following up on this, students work on the following tasks:

- Research on the internet about what cultural appropriation is, why it is considered a problem and discuss in how far it relates to the sequences from the documentary.
- Reflect on further examples of cultural appropriation and design a digital poster with canva in order to raise awareness for the problem of cultural appropriation.

As a scaffold the teacher can provide sources that can be used as a starting point for the student's research.

7. Comparison of Results (Gallery Walk):

The results are discussed in a gallery walk.

EXPECTED OUTCOMES

Digital poster that raises awareness for the problem of cultural appropriation.

ASSESSMENT/REFLECTION

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