

Topic	Accents and the Impact of Social Treatment	Duration	50 minutes
Type	Lesson or activity plan		
CEFR level	B2		

GOALS/PURPOSE/AIMS

- Raise awareness of accentism and linguistic discrimination.
- Analyze how language variety (Jamaican English) shapes identity and perception.
- Develop critical thinking and empathy through discussion.
- Expand vocabulary around prejudice and discrimination.

MATERIALS/RESOURCES USED

- Johnson, L. K. (2006). Selected poems. Penguin Books
- Text and audio available at: <https://poetryarchive.org/poem/sonnys-lettah/>
- Printed lyrics
- Discussion prompts and vocabulary list
- Whiteboard/smartboard

PROCEDURES (STRUCTURE)

1. Warm-Up (10 min):

- Ask: “Have you ever heard someone judged by their accent?”
- Introduce words: accentism, prejudice, stereotype.

2. First Listening (10 min):

- Listen to the poem.
- Quick reaction: How does the speaker’s accent affect how we receive the message?

3. Vocabulary Focus (5 min):

- Highlight words/phrases from the poem that reflect identity.

4. Group Discussion (10 min):

- Why do you think Linton Kwesi Johnson chose to use Jamaican English?
- How might people react differently if this poem was in Standard English?
Is accent a form of identity?

5. Critical Thinking Task (10 min):

- Students write a short reflection: “Describe a situation where an accent or dialect affected how someone was treated”.
- Optional share-out.

6. Wrap-Up (5 min):

- Class reflection: What can we do to challenge accentism?

EXPECTED OUTCOMES

- Recognize how accents impact social treatment.
- Understand Sonny's Lettah as a form of resistance through language.
- Use new vocabulary related to linguistic discrimination.
Express personal reflections on fairness and identity.

ASSESSMENT/REFLECTION

- Active participation in discussion.
- Insightful reflections on accentism.
- Vocabulary usage in speech and writing (e.g. rewrite the poem in "Standard English").
- Exit ticket: "One way I can stop accent discrimination is..."