Topic	Accent, Identity, Accent discrimination, Bias, Media representation, Stereotypes, Character representation	**Duration**	150 minutes
Type	Lesson Plan		
CEFR level	B2		

GOALS/PURPOSE/AIMS

- Activate students' prior knowledge about stereotypes, accents, and media representation.
- Analyze the connection between character accents and stereotypes.
- Encourage students to think critically about accent biases.
- Develop critical thinking and argumentation skills.
- Encourage students to rethink character representation.
- Encourage personal reflection on linguistic bias.

MATERIALS/RESOURCES USED

Film: *Zootopia* (2016) – selected scenes.

Gideon Grey's Scene (Young Bully & Later as a Baker)
- Time: *00:03:50 – 00:05:30* (young Gideon bullying Judy)
- Time: *01:05:55 – 01:07:30* (adult Gideon as a reformed baker)

Duke Weaselton's Scene (Chased by Judy & Interrogation with Mr. Big)
- Time: *00:27:40 – 00:29:40* (Judy chases and arrests Weaselton)
- Time: *00:49:10 – 00:50:30* (Interrogation at Mr. Big's place)

Mr. Big's Scene (Crime Boss Moment)
- Time: *00:48:00 – 00:51:10* (Judy and Nick meet Mr. Big, "Ice him!")
- Time: *01:19:10 – 01:20:30* (Mr. Big helps Judy with information)

PROCEDURES (STRUCTURE)

1. Pre-Viewing Discussion: Stereotypes and Accents (15 minutes)
Write these questions on the board and discuss in pairs or small groups:
- *What are some common stereotypes associated with different accents?*
- *Can you think of any films or TV shows where a character's accent reinforces a stereotype?*
- *Do you think accents influence how we perceive someone's intelligence, honesty, or personality?*

2. Scene Analysis: Identifying Stereotypes (30-40 minutes)
Show the selected scenes featuring Gideon Grey, Duke Weaselton, and Mr. Big.
Provide a worksheet with these questions:
- What accent does the character have?
- What stereotype is associated with this accent?
- How does the character's behavior match or challenge this stereotype?

• Why do you think the filmmakers chose this accent for this character?

After watching, students discuss their answers in small groups and share their thoughts with the class.

3. Role-Playing: Flipping the Stereotypes (30 minutes)
Assign students roles based on the characters but change their accents. For example:
• Gideon Grey with a British RP accent.
• Duke Weaselton with a posh, upper-class accent.
• Mr. Big with an American Midwestern accent.

Have students act out short dialogues and discuss how the accent change affects the perception of the character.
Reflection: Does changing the accent change the stereotype? Why or why not?

4. Debate: "Are Stereotypical Accents in Films Harmful?" (35 minutes)
Divide the class into two groups: One side argues that using stereotypical accents reinforces negative biases, while the other argues that it's harmless entertainment.
Give them 10 minutes to prepare arguments using examples from Zootopia and other films.
Hold a structured debate where each side presents their points, followed by a discussion.

5. Creative Writing: Rewriting a Scene Without Stereotypes (35 minutes)
Students choose one of the three characters and rewrite their dialogue in a way that removes or challenges the stereotype.
They can change the character's accent, personality traits, or role in the story.
Volunteers perform their new versions, and the class discusses how the changes affect the character's portrayal.

EXPECTED OUTCOMES

- Activate students' prior knowledge of accents and stereotypes.
- Encourage reflection on how media influences perceptions of different accents.
- Develop listening and analytical skills by examining character accents and behaviors.
- Improve students' ability to identify and explain stereotypes in media.
- Enhance critical thinking by discussing why filmmakers make these choices.
- Deepen students' understanding of how accents affect character perception.
- Encourage empathy by challenging assumptions about voice and identity.
- Improve speaking and improvisation skills in English.
- Develop persuasive speaking and argumentation skills.
- Foster active listening by engaging with opposing viewpoints.
- Develop writing skills with a focus on dialogue and storytelling.
- Enhance awareness of implicit biases in language and media.

Written reflection: "How Do Accents Shape Perceptions?"
Students write a short essay (250-300 words) responding to the following prompt:
Think about the accents used in Zootopia. How do they reinforce or challenge stereotypes? How do you think media representation of accents influences real-world biases?