

CINEMA INSPIRATIONS Lesson Plan

Film title and year of release	Amelia (2009)
Timing(s) of excerpt(s) if relevant	
Link to film summary (e.g. on imdb.com)	Classwork: Amelia: https://www.imdb.com/title/tt1129445/ Homework: Billy Elliot: https://www.imdb.com/title/tt0249462/plotsummary
Global issue(s) (keywords)	Gender issues: The right to choose your job
Level/age of target learners / context	C1/B2 young adults and adults
Learning objectives	<ol style="list-style-type: none"> 1. Highlighting the right to choose your job based on your interest and not based on your gender or the restrictions imposed by the society 2. Revision of words relating to jobs 3. Revision of adjectives relating to feelings 4. Revision of conditional sentences
Resources needed	Internet or DVD player, handout
Your name/contact (if you wish for this to be public)	Mandana Arfa-Kaboodvand m_arfa@yahoo.com

TASKS AND PROCEDURES

1. Explain to the students that the first section of the lesson is linked to jobs. (15 minutes)

1.1. Divide the students into groups and ask them to provide at least one job for each letter of alphabet. Encourage them to think out of the box as well and think of unconventional jobs. Give them five minutes for this. (This would give them the opportunity to review jobs.)

1.2. Review the jobs each group has provided. Choose the winning group: the group that has produced the most jobs.

1.3. If they have not completed the list, help them come up with more jobs as a class. (A list of possible jobs is included in the answer key. You may pick the ones that are more relevant to your context.)

If they thought that this was fun, they may want to continue thinking of more jobs at home and then next time, share them with the class.

2. Discuss with the whole class the following questions: (10 minutes)

2.1. Which jobs do you think are mostly stereotyped as women's work? Which are stereotyped as men's work? Why do you think in some societies or families some jobs are not acceptable for males or females?

2.2. If you have a child or a younger sister or brother, will you be happy if they choose a job that is unconventional in your community? If you do not have a child or a younger sister or brother, think about how you *would* feel in such circumstances.

2.3 You may want to show the students the photo of the Iranian woman rally drivers at the end of the lesson plan and ask them for their opinion. Explain that many Iranian women drive cars (the first Iranian woman received a driving licence in 1940); however, there are only a handful of women who drive racing cars or are rally drivers. Zohereh Vatankhah, one of the women in the photo, is an electronic engineer and her first car race was in the year 2001. All the other competitors were men in that race. The other woman in the picture is Afsaneh Ahmadi, who reads maps in the races.

3. Put the following sentence on the board and ask the students to complete it with something true about themselves. (10 minutes)

(You may want to go over the three main types of conditional sentence with students to remind them of the difference in their meaning.)

Complete the sentence so that it is true for you. Choose the structure that best suits your situation.

If I _____ the/another opportunity to choose my job, I _____.

Examples:

- If I have the opportunity to choose my job, I will choose to be a language teacher. (*for someone who doesn't have a job yet*)
- If I had the opportunity to choose my job, I would choose to be a clown. (*for someone who does not have a job yet, and does not think that they will have the opportunity to choose what they want*)
- If I had had the opportunity to choose my job, I would have become a pianist. (*for someone who already has a job and for whom this is just wishful thinking*)

4. Explain to the students that they are going to watch the trailer of a movie that is based on the biography of a pilot. Play the trailer. (20 minutes)

You may choose either of the following links:

<https://www.imdb.com/title/tt1129445/>

or

<https://www.youtube.com/watch?v=ioZCEpRLpxo>

Students work in small groups. Allow them 2–3 minutes to answer the following question:

Based on the trailer, explain what you think the main plot of the story is.

Invite one representative from each group to share their answers with the class.

5. Play the trailer again.

5.1. Ask the students if they think they would like to watch the movie based on what they have seen in the trailer and their possible reasons.

5.2. Students work in small groups to write the answers to the questions provided in Exercise 1 in their handout. Go over the answers to the questions with them. Make sure all groups take part.

Handout

1. Answer the following questions regarding the trailer of the movie *Amelia* that you have just watched.

1.1. What words were used to describe Amelia?

1.2. If you wanted to describe Amelia, would you use the same words? Why/Why not? Can you add anything else to the list?

1.3. List three adjectives that you believe best describe her husband (Thee role is played by Richard Gere in the movie).

1.4. The following lines were used in the trailer. Who said them? Can you guess why they were said?

- a) I want to be free.
- b) It can't be done.
- c) If you do make it, you will be the first.
- d) I am pursuing my passion.
- e) There is more to life than being a passenger
- f) I can handle it.

1.5 Do you find Amelia's behaviour and decision acceptable or unacceptable? Why/Why not?

Homework

1. Do you know any real or fictional person who has chosen a job that was considered unconventional in their community or in the time they chose it? During the next session, give a two- or three-minute presentation about their life and give your opinion about them.

[Give students the following examples if they cannot think of anybody: the Brontë sisters (who chose writing when it was mainly considered the job of men), Billy Elliot (who took up ballet against his father's will), many sportswomen, Afghan women singers during the time of Taliban, male dancers in some countries or families.]

2. Read this extract about Billy Elliot and then write the answer to the following questions. In the next session, share your thoughts with the class.

<https://www.imdb.com/title/tt0249462/plotsummary>

3. What do you think about:

- a) Billy?
- b) Billy's father and brother?
- c) Michael Caffrey?
- d) Billy's teacher, Mrs Wilkinson?

If you liked what you read, watch the movie or read the book.

POSSIBLE EXTENSIONS OR ADAPTATIONS

Debate:

Divide the students into two groups: a group who thinks that traditional gender roles should be shaken up (and people should be allowed to choose their jobs based on what they are interested in) and a group who are against it. In case the whole class has the same opinion, ask them to still work in different groups and prepare a talk to persuade an imaginary group who is against what they believe in. Then invite them to present their arguments.

N.B. You may choose to give them the list below. Each group then picks two or three of the following arguments and then tries to give reasons why they agree or disagree with it based on some evidence.

Arguments against people choosing their own jobs based on their interest:

- a. Some jobs are not womanly. Women are not strong/brave enough. Women are not fit for them.
- b. Some jobs are not manly. They will make men look sissy.
- c. What would others say?
- d. The person who has chosen the unconventional path will not be taken seriously by others.

- e. They wouldn't find a job.
- f. Everyone will laugh at them.
- g. The work environment is not suitable for them.
- h. It is against the culture of the community.

Arguments for people choosing their jobs based on their interest:

- a. Many people have successfully broken the stereotype and selected jobs based on their interest and not their gender.
- b. Many have successfully done the jobs that typically are said to belong to the other gender (in some societies).
- c. What if a woman is strong enough to do something that requires strength?
- d. What if a man thinks he is capable of doing a job that is normally believed to be good for women?
- e. What if they enjoy what they do even if they are not good at it? (This can happen to anybody in any job.)



Iranian Rally drivers Zohreh Vatankeh and Afsaneh Ahmadi
Photographer: Aslon Arfa

Suggested answers

1.3. Examples:

acrobat, actor, architect, attorney, animator, astronaut, astronomer, artist, accountant, air traffic controller, ballet dancer, barista, butcher, baker, businessperson, botanist, bodyguard, clown, civil servant, chemist, clerk, cook, chiropractor, constructor, choreographer, composer, conductor, curator, cake decorator, coach, doctor, dentist, dancer, dressmaker, designer, driver, decorator, DJ, director, drummer, dog-sitter, engineer, electrician, editor, flight attendant, florist, farmer, fire fighter, fashion designer, football player, fisherman, gynaecologist, geologist, gymnast, grocer, garbage collector, graphic designer, gardener, hairdresser, historian, hunter, housekeeper, IT consultant, journalist, judge, janitor, jeweller, keyboardist, knitter, kindergarten teacher, kitchen assistant, kennel attendant, lab worker, lawyer, lyricist, librarian, linguist, midwife, musician, minister, mathematician, meteorologist, mechanic, massage therapist, manager, microbiologist, miner, machine operator, marketing manager, medical assistant, nurse, nutritionist, neurologist, nanny, news reporter, network analyst/specialist, night watchman, ophthalmologist, optician, operator, office worker/assistant/manager/coordinator, priest, poet, politician, photographer, photojournalist, programmer, police officer, pilot, pianist, physicist, pharmacist, porter, psychologist, psychiatrist, physiotherapist, playwright, quarrier, receptionist, researcher, retail assistant, recruiter, sales assistant, singer, song writer, scenario writer, secretary, surgeon, soldier, sportsperson, social worker, supervisor, systems analyst, teacher, trainer, TV commentator, technician, tour operator, usher, umpire, university lecturer, veterinarian (vet), ventriloquist, violinist, van driver, video producer/editor, valet, website designer, wrestler, waiter, weaver, X-ray technician, xylophonist, yoga instructor, yachtsman, yard manager, youth worker/counsellor, zookeeper, zoologist

4. It is about Amelia Earhart, the first woman to fly solo across the Atlantic Ocean.

The summary of the movie can be accessed in the following website:

[https://en.wikipedia.org/wiki/Amelia_\(film\)](https://en.wikipedia.org/wiki/Amelia_(film))

Answers to questions in the handout

1.1. visionary, lover, dreamer, icon, legend

1.2. Suggested answers: brave, ambitious, stupid, powerful, obstinate, selfish, strong, hard-headed, stubborn, courageous, fearless

1.3. Suggested answers: supportive, understanding, loving, caring, considerate, unconventional, silly, soft

1.4

a. Amelia said this when she was asked why she wanted to fly.

b. The sentence was uttered by a man (Amelia's boyfriend) when she told him that she wanted to fly around the world.

c. The publisher who took interest in her work, supported her (and later became her husband) said this to Amelia when she was in his office explaining that she wanted to fly around the world solo.

d. Amelia said this when she was explaining why she wanted to fly and stating that flying was her passion.

e. Said by Amelia ironically about her ambition to fly, when she was being interviewed by a group of reporters.

f. Amelia said this when she was reminded of the danger of flying solo and around the world. She meant that she understood the danger of flying, but she believed that she could do it.

1.5 Accept any reasonable answer. Giving reasons for their opinion is welcome, but not necessary due to time constraints.