

Les Stéréotypes Alimentaires

Examining Stereotypes in French Cuisine

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Grade Level	9th – 12th Grade	**Time Frame**	55 minutes
Course	World Language	**Duration**	1 period

Essential Question

What are stereotypes? How does learning about other cultures affect our conception of others?

Summary

In this lesson, students will explore some culinary aspects of French culture to learn about stereotypes and how learning about other cultures affects our conception of others. Students will define the word "stereotype." After doing so, they will share stereotypes they have regarding French food, watch a few videos that will explain or dispel those stereotypes, and come to an understanding of how to move beyond stereotypes. When they have finished the discussion, they will construct a menu for a French dinner and then describe their selections and why they chose them in French.

Snapshot

Engage

Students anticipate learning by completing a Collective Brain Dump about stereotypes.

Explore

Students discuss French food using the I Think / We Think strategy.

Explain

Students compare French and American food by watching a video and completing a T-Chart.

Extend

Students investigate the nature of stereotypes by completing a Quick Write.

Evaluate

Students design a menu for a French dinner they would serve to their friends.

Standards

Oklahoma Academic Standards (High School)

1: Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
1.2: Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
2: Culture: Interact with Cultural Competence and Understanding
2.1: Relating Cultural Practices to Perspectives: Learners use the target language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
2.2: Relating Cultural Products to Perspectives: Learners use the target language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Attachments

- French Meal—Les Stéréotypes Alimentaires.docx
- French Meal—Les Stéréotypes Alimentaires.pdf
- I Think We Think—Les Stéréotypes Alimentaires.docx
- I Think We Think—Les Stéréotypes Alimentaires.pdf
- Lesson Slides—Les Stéréotypes Alimentaires.pptx

Materials

- Lesson Slides (attached)
- I Think / We Think T-Chart (attached; one per student)
- French Meal handout (attached; one per student)
- Projector
- Speaker for audio playback (Bluetooth or other)
- Internet-connected devices for each student, such as a tablet or phone
- Printer paper
- Pencils or pens

5 minutes

Engage

Teacher's Note: Stereotypes

This lesson deals with the idea of stereotypes, or "a standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, negative attitude, or uncritical judgment." This lesson should therefore be taught with a high degree of sensitivity and awareness of your own classroom dynamics.

Use the attached **Lesson Slides** to guide the lesson. Show **slides 2–4** to introduce the topic, essential questions, and learning objectives. Display **slide 5,** and introduce the Collective Brain Dump strategy and the Mentimeter tech tool.

Teacher's Note: Mentimeter

Mentimeter is an online tool that allows teachers to gather data from their students and display it in different configurations in real time. K20 LEARN has a tech tool card for Mentimeter with setup instructions available here. For the Collective Brain Dump, you will be using a Word Cloud to present your students' responses to a question. This tutorial will show you how to create a Word Cloud in Mentimeter.

Allow students around one minute to enter their answers to the question, "What are stereotypes?" Have the Word Cloud displayed so students can see their answers populate on the screen as they are submitted. Highlight a few of the largest words, and ask students why they think that was a common answer.

10 minutes

Explore

Display **slide 6,** and introduce the I Think / We Think strategy. Distribute the attached **I Think / We Think T-Chart** handout with the question, "What are some characteristics of French food? What kinds of foods do you think French people like to eat?"

Have students fill out the left side of the handout ("I Think…") on their own. After giving them ample time to do so, have students discuss in small groups and fill out the right side of the handout ("We Think…"). If there is sufficient time, have a short class discussion, and let a few groups share out.

20 minutes

Explain

Show **slide 7** with the image of a U.S. and French Foods T-Chart. Have students draw the same T-Chart on a sheet of notebook paper. In partners, let students discuss what they know about American food, and have them write some traits and examples on the U.S. side of the T-Chart. Then, display **slides 8–9**, showing the following two videos on French food.

Teacher's Note: Video Index

Since the first video is approximately 12 minutes long, you may not want to show it in its entirety. However, you will want to make sure that your students learn about at least three stereotypes, so that they are able to complete their T-Charts. You are welcome to consult the index below. It lists the stereotypes addressed throughout the video and the times at which they are discussed.

- Intro - 0:00
- Viennoiseries for every breakfast - 0:41
- A cigarette instead of lunch - 1:58
- Super long lunch breaks - 2:55
- Drinking wine all the time - 4:25
- Shopping at markets - 5:19
- Never washing pans - 6:16
- Eating meat rare - 7:08
- Customer is not king - 7:45
- Women don't pour wine + other eating rules - 8:48
- French food is better than American food - 10:08

- "Emily in Paris food stereotypes: True or false? French nutritionist reacts! | Edukale"

Embedded video
https://youtube.com/watch?v=5QCMQOxmJjM

- "Famous French Food French People Actually Hate | Easy French 128"

Embedded video
https://youtube.com/watch?v=nLX8-ORCS-4

Display **slide 10**. Break students into small groups, and have them fill out the French side of their T-Chart with what they now know about French food. This will help them clear up any misconceptions they may have had in the first activity. Then have students discuss in groups the similarities and differences between French and American food. Generate a class discussion by letting a few groups share out, and be sure to clear up misconceptions as they arise.

10 minutes

Extend

Display **slide 11,** and introduce the Quick Write strategy. Ask students to answer the prompt: “What are stereotypes? How do they affect the ways we think about and treat each other? Do stereotypes help us get to know people? If not, how can you move beyond stereotypes when learning about different peoples and cultures?”

Allow students 10 minutes for this quick write. Once time has elapsed, have students share their writing with an elbow partner. Allow students to read their partners’ work, and then give them another five minutes to discuss. Allow a few groups to share out.

Teacher's Note: Quick Write

The Quick Write instructional strategy is used to get students writing fast without worrying about punctuation or spelling. For French II and beyond, having the students write in French would likely be appropriate.

10 minutes

Evaluate

Display **slide 12,** and distribute the attached **French Meal** handout. Read through the instructions with students, and answer any clarifying questions. Students should write their plan for the meal along with their rationale in French on the front and then use the back to construct their ornate menu design. Allow students the remainder of the hour to work on this along with some time during the next class period to finish if necessary.

Resources

- Easy French. (2021, May 15). Famous French food French people actually hate | Easy French 128 [Video]. YouTube. Retrieved March 16, 2023, from https://www.youtube.com/watch?v=nLX8-ORCS-4
- Edukale by Lucie. (2020, November 13). EMILY IN PARIS FOOD STEREOTYPES: true or false? French nutritionist reacts! | Edukale [Video]. YouTube. Retrieved March 16, 2023, from https://www.youtube.com/watch?v=5QCMQOxmJjM&t=429s
- K20 Center. (n.d.). Collective brain dump. Strategies. https://learn.k20center.ou.edu/strategy/111
- K20 Center. (n.d.). I think / We think. Strategies. https://learn.k20center.ou.edu/strategy/141
- K20 Center. (n.d.). Mentimeter. Tech Tools. https://learn.k20center.ou.edu/tech-tool/645
- K20 Center. (n.d.). Quick write. Strategies. https://learn.k20center.ou.edu/strategy/1127
- K20 Center. (n.d.). T-chart. Strategies. https://learn.k20center.ou.edu/strategy/86
- Mentimeter. (2020, June 22). How to create word clouds for free - Live & interactive - Mentimeter [Video]. YouTube. https://www.youtube.com/watch?v=GLRZ_FGDATY&t=67s
- Merriam-Webster. (n.d.). Stereotype. Merriam-Webster.com Dictionary. Retrieved March 16, 2023, from https://www.merriam-webster.com/dictionary/stereotype