

# The breakfast club

[Art & Culture](#), [Artists](#)



The paper "The Breakfast Club" is a perfect example of a movie review on visual arts and film studies. The Breakfast Club is a piece that illustrates five that serve detention during the weekend. They are compelled to write about their personality and their goals in life. The principal that compels them is neither professional nor student-centered. This film clearly depicts the social differences that subsist among students. In one extreme, the film illustrates the dimension labels at which students feel obliged to do in their routine activities and the other extreme illustrates the lack of trust among the professionals and the students in school. The film characters include Claire, Allison, Bender, Brian, as well as Andrew. This paper will discuss various items depicted in the film. Question 1

There is a wild tension among them due to these differences that they possess. Richard Vernon, their school principal, controls their activities and interactions in the library as he orders them not to speak or harangue with each other. There arises a lot of tension among the characters. First, primary tension is evident as there is fretfulness in the event of the group formation (Hughes 14). Primary tension is also illustrated when the members of the group try to work out their roles and relationships. Brian is really tense and nervous as he starts talking at the beginning of the movie. Allison is also tensed as she does not speak or contribute to anything. However, she makes a series of bizarre sounds that no one can attribute meaning. Secondary tension is evident from the task tension that indicates there are varied opinions with regards to the practical work of the group. A clearly depicted example shows Andrew and Brian having misunderstandings about smoking and possession of marijuana. Tertiary tension is clearly illustrated through

the existence of status and power issues among these characters. For example, John disobeys the principal's rules even though the principal tries so hard to contain the students. As the film goes on, the tensions are clearly resolved. The students get a platform to interact and disclose personal information about them. In this period of eight hours, they get to understand that they share a lot in common and are not much different. They all experience self-acceptance, yearn for approvals from their parents and fight pressure from their peers. It is through these tensions that they are able to break from their role barriers. The tensions lead them to understand and acceptance of themselves.

#### Question 2

This group is able to perform the task that the principal hands over to them. The group clearly finishes writing out the detention essay in which they talk about their personalities. Brian is put in charge of this task by the rest of the students. The group also obtains performance in learning. They act like an encounter group and learn about themselves through their bosom self-disclosures. Others identify themselves through the conduct of rebellious acts such as smoking marijuana and moving to and fro the hall. These acts supplement the creation of a group in the first few hours. Bender initiates some implicit norms that clearly illustrate leadership, power, and status in the student group.

#### Question 3

There are various titles that identify student roles as they play. They include a criminal, a basket case, a princess, a brain, and an athlete. These roles are also identified with status levels, as well as stereotypes. This situation is also

attributable to the fact that the students do not want to interact at the session inception. Claire is the princess, Andrew is the athlete, Brian is the brain, Allison is the basket case, and Bender is the criminal (Hughes 7). Bender being regarded as the criminal comes up with rebellious acts that seek to defy the orders given. Allison is attributed to the basket case as the students cannot simply understand why she prefers detention without breaking school rules. As the day progresses, Claire decides to prove to Allison that she is beautiful. Allison, on the other hand, is attracted to Andrew, who has a good body structure. Brian is given the task for completing the assignment as the rest of the students go home. These roles identify the students better and their conducts in the group.

#### Question 4

Cohesion is clearly evidenced by the development of self-disclosure. For example, Claire and Bender get to disclose about their feelings towards their parents. Andrew listens keenly and tells Bender to disclose about her parents too. It is through this discussion that cohesion develops as group members see that they share a similar experience, struggles, as well as identification (Hughes 21). Andrew contributes more to this cohesion as he also comforts Claire as she speaks out about her sexual encounter. Bender also performs in assisting the leadership of the group.

#### Question 5

Allison seems to be a deviant of this group. This group is formed simply because all the students break the school rules except for Allison. As the film progresses, she admits that she is serving detention as she has nothing constructive to do. Even though implicit norms develop in the group such as

disrespect for authority and yelling, Allison does not seem to conform much in the event of these norms.

### Conclusion

These students are not complete strangers even though they come from different social groups. They all have nothing in common at first when they gather at the school library. As the detention ends, the group identifies each other and interact based on common grounds. They all become friends and some go to the extreme of starting relationships.