

LESSON PLAN

BLACK SHEEP

TITLE:

BLACK SHEEP (27 MINS)

ADDRESSES:

15 + (Advisory content - language and violence)

SUBJECT:

Image/Peer Pressure/Identity

CURRICULUM:

Minorities voice – can film make us more empathetic about others? Camera as the tool of empowerment?

TIME NEEDED TO CARRY OUT THE LESSON:

90 mins

GOALS OF THE LESSON:**MAIN GOAL:**

This film will present students with the opportunity to consider perspectives different from their own. It will challenge the students on their own biases and prejudices.

The film Black Sheep forces you to consider things from Cornelius Walkers point of view, the film techniques are confronting. This film allows the students to walk into Cornelius Walkers world, he looks directly at us when telling his story, you walk into his skin and with him in his world through his experiences, emotions and the conflicts with his identity. The students will consider how the camera as tool does this, and learn from the techniques applied in this powerful film. This film uses the recent history presented here and with film analysis, to open up the conversation about the difficulties in tackling the issues of race, bias and identity with students.

3 GOALS

- Students will improve their understanding of cinematic language by exploring the power of the camera.
- Students will discuss and explore cultural diversity, racism and identity.
- Students will create an informative ebook on Unconscious bias, this can be then shared among peer and year groups.

METHODS:

- Film Analysis
- Group work/Class Discussion
- Informative ebook

MATERIALS:

- Worksheets.
- Computers/tablet with web access.
- Microsoft Word, Ebook creating App - Bookcreator.

SUGGESTED LESSON TIME:

45 MINS

GOAL:

The students will study the biographical story of Cornelius Walker, he is the voice in the film and this is his story told by him. This activity will make the students think and learn about the difficulties he has experienced. This is a documentary film, a real story told by the person whose story it is. The film uses two different styles of filming, the students will develop their understanding and identify these two techniques in the following activity. The students will then explore and discuss why they think the filmmaker choose to tell this story this way.

METHOD:

Each student will use the attached Film Analysis Worksheet to explore and identify the filmic techniques used in Black Sheep. Through the choice of these film techniques and this story, Black Sheep develops the conversation of how minorities voice can be heard. This deepens our understanding of tackling the issues of race, unconscious bias and identity and therefore can make us more empathetic about others. The camera is then a tool of empowerment.

STEP BY STEP INSTRUCTION:

1. Start the activity by introducing the subject of the film - racism and identity.
2. Tell the students this is a documentary film.
3. Guide the students to think about the following when they watch the film.
 - Who is telling the story - the narrator, and the camera framing of the narrator.
 - The drama reenactment, the acting out - Docudrama.
 - The use of the drama reenactment as a story telling devise.

4. Hand out the **Film Analysis Worksheet**.
5. Watch the film Black Sheep (27 mins)
6. Each student will complete the Film Analysis Worksheet.
7. Conclude the activity with a class discussion reflecting on the students answers from the Film Analysis Worksheet.

CONCLUSION:

Complete this activity with a whole class discussion

Based on the answer from the worksheet, use the following questions to start the a whole class conversation -

- Can the students reflect on the applied film techniques, do they think these enhance the story and subject the film deals with?
- Do the students empathise with the main character and is his story?
- Why is this?

ACTIVITY 2 PRACTICAL ACTIVITY

UNCONSCIOUS BIAS EBOOK

GOAL:

- Students are able to empathise with the feelings of others.
- Students will create an informative ebook on Unconscious bias.

METHOD:

This is a story about today's racism and the consequences of it. Cornelius is a boy who becomes troubled by racism and grapples with his identity. Within society it is important to understand the influence of others. We maybe influenced by others without realising the impact this has on our own thoughts, opinions and actions.

1. In the film, one of the first people Cornelius encounters on the estate is a young boy. (film time code - 5.10)
 - Can the students begin by thinking what has made this boy react the way he did when he saw Cornelius?
2. Further this discussion with the students by addressing:
 - Why do think people become racist?
 - What are the influencing factors?
 - What can they be? (ie people, places etc.)
 - What does the term Unconscious bias mean?
3. Divide students into groups of 2/3 persons.
4. Each group will research and create an informative 5 - 8 page ebook on Unconscious bias.

This ebook should:

- Explain what is Unconscious bias?
- Use illustrative examples.
- Suggest possible tools to help make conscious change.
- Use credible sources of information.

These ebooks could be shared amongst peers and other year groups to develop empathy and understanding of Unconscious bias with particular focus on racism and identity.

STEP BY STEP INSTRUCTION:

1. Begin the lesson with reference to the above film clip (film time code - 5.10)
2. Discuss why do they think people are racist. (Use the above points as guidance - points 1. and 2.)
3. Introduce the term Unconscious bias, explain what this term means.
4. Divide the students into groups of 2/3.
5. Research how to create an ebook.

6. Research and collate information on Unconscious bias.
3. Each group will use Microsoft Word to write their book document.
4. The students will create an informative ebook of 5-8 pages about Unconscious bias.
5. In Word export your document to ePub. File - export - ePub.

CONCLUSION

Complete the activity by sharing each others ebooks and discussing the findings. These ebooks could be shared through the school.
