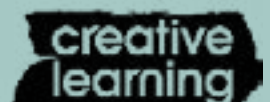




**SMALL STORIES  
BIG ISSUES**

# KS3 LESSON PLAN

**GIRL ON A MISSION**



## TITLE:

**GIRL ON A MISSION (2017), 14 MINS**

## THEMES:

Other in My Classroom, Unknown Territory

## TOPICS/ISSUES:

TRADITION  
CHANGE  
COURAGE  
POVERTY  
RELATIONSHIPS  
ASPIRATION  
CAREERS

## LEARNING OUTCOMES & CURRICULUM LINKS:

The lessons in this resource can easily be used to support cross-curricular/connected learning. You may choose to deliver all the activities within one department or work cross-departmentally to deliver particular activities.

Students will:						
use moving image to explore other's rights and needs;	✓		✓			
think critically about moving image and how it can create meaning and evoke emotions;			✓			✓
engage with fictional and real-life characters and situations;			✓			
explore own emotions and empathise with others;		✓	✓			
express feelings and viewpoints, engage in group work and class discussions and respect other opinions;		✓	✓			✓
investigate how and why some people may experience inequality/social exclusion on the basis of their material circumstances a global context;	✓					
assess personal skills and achievements to date; identify areas of interest and set targets for self- improvement;			✓			
engage in the personal career planning process, recognising that attitudes to work will change over time and are influenced by family and community values;			✓			
explore and express a sense of self and different ways to develop self esteem and develop ambitions for life and work;		✓	✓			
use creativity and digital skills to create a "Vision Dream Board" to map their future aspirations and career opportunities.		✓	✓	✓	✓	✓

## CURRICULUM LINKS:

- LLW - Citizenship
- LLW - Personal Development
- LLW - Employability
- English/Language & Literacy
- ICT/UICT
- Thinking Skills & Personal Capabilities

## LESSON OUTLINES:

Activity	Time	Description	Resources Required
1 & 2	1 lesson*	<b>WATCH &amp; DISCUSS</b> - Students watch "Girl on a Mission" and work individually to complete Activities 1 & 2. Class discussion.	Whiteboard/projector to screen film, pgs 2 -4 of the Worksheets for each student, pens
3	1 lesson and/or homework	<b>PLAN &amp; RESEARCH</b> - Students use Miruna's story as inspiration to think about their own positive futures.	Pgs 5-9 of the Worksheets, pens
4	1 lesson and/or homework	<b>CREATE &amp; REFLECT</b> - Students create a "Vision Dream Board" using Adobe Express* expressing their hopes, dreams and possible career pathways.	C2k logins, access to Internet and web browser or mobile app.

\* A lesson is planned at around 30 minutes.

\*\* This software is free to use for all C2k users - see page 5 for more details.

# ACTIVITY 1 & 2 - WATCH & DISCUSS

## GOAL:

Students will watch two short scenes from the film critically and think about how the story has been told. They will then watch the whole film and will explore the emotions, struggles, dreams of its main subject matter, Miruna.

## 1. SCENE ANALYSIS:

1. Watch "Girl on a Mission" from 07.31 mins to 08.00 mins as a class.
2. Students should answer the questions in the Scene 1 section of Activity 1 in the Worksheets (pg.2).
3. Now watch from 05.48 mins to 06.19 mins.
4. Students should answer the questions in the Scene 2 section of Activity 1 in the Worksheets (pg.3).
5. Discuss the students' answers as a class and encourage comparison between the two scenes.

Students are asked to consider the following in each scene:

- Where Miruna is;
- What she is doing;
- What you can hear;
- How she might be feeling;
- What the scene tells us about Miruna.

Encourage your students to begin to think about what Miruna's life might be like and what her hopes, dreams and challenges might be. How this might compare to the students' own experiences?

## 2. FUTURE PATHWAYS:

1. Watch the whole film as a class and ask the students to answer the questions in the Activity 2 section of the worksheets while they watch:
  - What does Miruna want for her future?
  - What does Miruna not want?
  - How does she plan to get to where she wants to be?
  - What are her obstacles?
  - How can she overcome these?
  - What can we learn from Miruna?
  - Do you find her story inspiring? Why?
2. If time allows, discuss the students' answers as a class. If not, begin lesson 2 with a discussion of their answers.

## ACTIVITY 3 - PLANNING & RESEARCH

### GOAL:

Students will use Miruna's story as inspiration to think about their own positive futures. They will begin by exploring where they are now, where they might like to be in their future and how they might get there. This will then form the basis of a digital "Vision Dream Board" expressing their hopes, dreams and possible career pathways.

### INSTRUCTIONS

1. If you have not discussed students' answers to Activity 2 begin with a class discussion. Otherwise, recap on what the students have learnt from watching "Girl on a Mission".
2. Students should now use Pgs 5-9 of the Worksheets to begin to think about their future pathways. (Depending on the age of the students, you may want to allow some time to research subject choices and possible job roles/opportunities).
3. Depending on time you may want to set some of this activity as homework.

### TEACHER NOTES:

Student worksheets included for this activity are as follows:

1. **My Strengths** - students think about their skills and positive characteristics;
2. **My Hopes, Dreams & Aspirations** - students think about what they want to do or be in the future;
3. **My Circle of Support** - students consider who does or can support them;
4. **Important TO Me, Important FOR Me** - Students weigh up what is important to them to make them happy and how that might be different from what they actually need for a safe and healthy life;
5. **My Positive Future Roadmap** - students think about where they are now and where they would like to be in the future and how they might overcome any challenges they might face.

We have also included the following resources:

- The GREAT DREAM - 10 keys to happier living
- 5 Ways to Wellbeing
- Resilience Framework

You may want to make students aware that they don't need to share everything they have included in their worksheets but that the positive aspects will form the basis of their "Vision Dream Board" which should include words, images and/or graphics that represent:

- Their positive qualities
- Goals for the future
- Dreams for the future
- Career/job ideas

They can also include inspirational quotes and/or words

## ACTIVITY 4 - CREATE & REFLECT

### GOAL:

Students create a "Vision Dream Board" using Adobe Express\* expressing their hopes, dreams and possible career pathways. It can include where they want to live, what kind of house they want to have, how they want to improve their outlooks, education and job possibilities etc. It should be designed to serve as their positive image of the future.

### INSTRUCTIONS:

1. Students should use their completed Pgs 5-9 of the Worksheets to help them create their dream board.
2. If the students have not used the software before, give them time to familiarise themselves with the interface and tools.
3. Students should try to include a rich mix of words, images, symbols and other design elements in their design to represent:
  - Their positive qualities
  - Goals for the future
  - Dreams for the future
  - Career/job ideas
  - They can also include inspirational quotes and/or words
4. They should share their completed work with you either by downloading it or sharing as a link.
5. If possible, allow time for students to showcase their dream boards and encourage feedback and self-reflection including time for discussion about their hopes and dreams for their future selves. This should be an encouraging and aspiring activity.
6. If it is not possible to show everyone's work you may want to select some of the best examples to showcase and discuss.

### TEACHER NOTES:

\* Adobe Express is free to use for all C2k users and can be accessed via MySchool in the apps area. Students and teachers can also login to the mobile apps or online software at home using the @c2ken.net login with their usual c2k password. This means that the activity could potentially either be set for homework or started in class and completed at home.

You can access the software via a web browser **here**

You can also use the iPad app - **download link**

Online guides for using Express can be found **here**

This activity could also be completed using apps/software such as Canva, Pic Collage or Bazaart.