



**SMALL STORIES  
BIG ISSUES**

# KS3 LESSON PLAN

**THE DOOR**



**creative  
learning**

## TITLE:

**THE DOOR (2008), 16 MINS**

## THEMES:

Tradition & Progress

## TOPICS/ISSUES:

NUCLEAR POWER  
LOSS  
GRIEF  
TRADITION  
ENVIRONMENT  
FAKE NEWS  
SOCIAL MEDIA

## 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:					
explore and respond to others' emotions as encountered moving image;		✓			
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;	✓	✓			
use prediction, deduction and inference;		✓			
express feelings and viewpoints, engage in group work and class discussions and respect other opinions;	✓	✓			✓
critically investigate and evaluate the power of the media in their representation of a significant historical event;			✓		✓
investigate the past and its impact on our world today;			✓		
challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses;			✓		
use research skills, creative and report writing and digital tools to create a webpage exploring the Chernobyl disaster with empathy and sensitivity.	✓	✓	✓	✓	✓

## CURRICULUM LINKS:

- LLW - Personal Development
- English/Language & Literacy
- Environment & Society - History
- ICT/UICT
- Thinking Skills & Personal Capabilities

## LESSON OUTLINES:

Activity	Time	Description	Resources Required
1	1 lesson*	<b>WATCH &amp; ANALYSE</b> - Students watch clips from the film and work in small groups to complete the clip analysis worksheets. Class discussion.	Whiteboard/projector to screen film, pens, pgs 2 & 3 of the Worksheets.
2	1 lesson	<b>WATCH &amp; DISCUSS</b> - Students watch the full film and discuss what they learn from it and what they know about the Chernobyl disaster.	Whiteboard/projector to screen film, pg 4 of the Worksheets.
3	1-2 lessons and/or homework	<b>RESEARCH &amp; PLAN</b> - Students explore news sources and fake news. Students research more about the Chernobyl disaster. Students plan their report, including an imagined interview.	Access to Internet, Pgs 5 & 6 of the Worksheets.
4	1-2 lessons and/or homework	<b>CREATE &amp; REFLECT</b> - Students use Adobe Express** to create report about Chernobyl in the form of a webpage.	C2k logins, access to Internet and web browser.

\* A lesson is planned at around 30 minutes.

\*\* This software is free to use for all C2k users - see page 6 for more details.

## ACTIVITY 1 - WATCH & ANALYSE

### GOAL:

The students will watch two clips from the film and use inference and deduction to work out what might be happening in the film and what it might be about. Students will develop their critical thinking and analytical skills by considering how the director has used film language to tell the story.

### INSTRUCTIONS:

1. Begin the lesson by giving your class the Scene Analysis Worksheets (this can be completed during and/or after watching the clips). Explain the worksheet to your class and the key things they are looking out for in the film.
2. Watch clip 1 (timecode 1:44 - 3:43)
3. Ask the students to complete the Clip 1 Worksheet.
4. Watch clip 2 (timecode 4:12 - 5:48)
5. Ask the students to complete the Clip 2 Worksheet.
6. The students should discuss their findings as a class or in small groups.
7. Now re-watch both clips - what differences do the students notice about the two clips. How did each clip make them feel? What do they think the film might be about?

The class should notice the visual differences without having prior knowledge of film language, we as an audience understand the story and are moved by what is happening to this family.

Note: director Juanita Wilson uses film language to tell this compelling and emotive story based on the 'Monologue About a Whole Life Written Down on Doors' the testimony of Nikolai Fomach Kalugin. This is one of the stories from the book "Voices From Chernobyl" (see next page for more information).

You can read an excerpt from his testimonial [here](#) or access Voices From Chernobyl [here](#).

### TEACHER NOTES:

This activity uses the 3Cs and 3Ss framework for breaking down and analysing film language. This is a simple framework that allows students to break down films into 6 areas:

**Colour** - The colours and lighting used in the film/scene. For example, the colours of the set or props, the colours of the characters' costumes hair make-up etc. How this affects the mood/atmosphere.

**Camera** - How the story is told visually through different camera shots, angles and movements. What information they reveal (or hide) and how they are used to convey meaning and emotion.

**Character** - Who is in the film. Who the main characters are. How they look and act.

**Setting** - Where and when the film/scene is set. What it can tell us about the characters.

**Sounds** - The music and sounds effects used in the film. How these evoke emotions.

**Story** - What happens in the film.

The **3Cs and 3Ss PDF** includes more detailed information for exploring these film language areas.

## ACTIVITY 2 - WATCH & DISCUSS

### GOAL:

Students will watch "The Door" in full. They will learn:

- about the after effects of one of the biggest disasters in history;
- how other cultures deal with grief;
- to begin to consider the reliability of sources

### INSTRUCTIONS:

1. Watch "The Door" as a class (16 mins)
2. Split your class into small groups. They can use the "Watch & Discuss" Worksheet to write their answers to the following questions:
  - Did the film tell you why the town had to be evacuated? Why?
  - Why was it important to leave everything behind?
  - How did you feel when the family had to leave their home? How do you think they felt?
  - What do you think is the significance of the door in the film?
  - How true do you think the story is? Why?\*
3. Each group should then present their findings to the rest of the class.
4. If you have not already done so explain that the door was based on a testimonial from Nikolai Fomach Kalugin who lived through the Chernobyl disaster.
5. Discuss with the class what they know about Chernobyl:
  - Are they aware that this was one of the biggest nuclear disasters in living history?
  - Discuss any memory you may have of the disaster with your class.
  - Do they know anything about the history of the Soviet Union at the time?

### TEACHER NOTES:

\*At this point you may want to introduce the idea of how reliable different sources are. "The Door" is a dramatisation of a real event based on a testimonial of a man who lived through the disaster. You could lead a class discussion about the differences between these two mediums and how reliable they might be and why.

Voices from Chernobyl: The Oral History of a Nuclear Disaster (titled Chernobyl Prayer: A Chronicle of the Future in the UK) is by the Belarusian Nobel Laureate Svetlana Alexievich. At the time of the disaster (April 1986), Alexievich was a journalist living in Minsk. Alexievich interviewed more than 500 eyewitnesses over a period of 10 years.

The HBO television miniseries Chernobyl also used the book and the memories of Pripjat locals as inspiration.

## ACTIVITY 3 - RESEARCH & PLAN

### GOAL:

Students will use the Internet to research information about the Chernobyl disaster. They will then plan their report which will include an imagined interview with the father character from "The Door" just after the family has been evacuated and moved to new accommodation.

They will learn:

- how the news of Chernobyl Disaster reached the rest of the world and compare this to how fast news travels today;
  - how media is used to shape and inform us, how has social media changed how we view our world;
  - to consider the reliability of sources and be aware of the idea of fake news;
  - to write for purpose and with empathy and sensitivity
1. Ask the students how they get/can get access to the news. You may want to list their answers on the whiteboard. Discuss the following (you may want to split the class into small groups for this):
    - Do they think that some news is more reliable than others? Why?
    - Do you hear from both sides?
    - Are some sites or news channels biased?
    - Do you trust everything you read/watch/listen to?
    - Does mobile phone footage give you a greater sense of where the story takes place?
    - Does social media exaggerate a story, if so why?
    - What do you think the term "fake news" means?
  2. Explain that at the time of the Chernobyl disaster (the 80's) people did not have access to the Internet so they would get their news from radio, TV and newspapers. Do the class think that news was more reliable then? Why?

You may find the teaching **resources and videos on Clickview** useful and may want to show some of the videos available that explain what fake news is and how to avoid falling for it.

3. The class should now do their own online research about Chernobyl. They should find out the answers to the questions on the "Activity 3 - Research" Worksheet (the PDF is interactive and can be completed digitally if desired). They should take a note of their sources be encouraged to consider how reliable the websites, articles and any other media they find are.
4. Once they have done thier research they should plan thier report using the "Activity 3 - Planning" page of the Worksheets. You may want to set part or all of this as homework. The links below could be given as starting points for their research.

### CHERNOBYL RESEARCH LINKS:

**Chernobyl Timeline**

**History.com - The Real Story of Chernobyl**

**International Atomic Energy Agency - FAQ About Chernobyl**

**Guardian.com - extracts from Voices from Chernobyl**

**Washington Post - How the Soviet Union stayed silent during the Chernobyl disaster**

**Britannica - Chernobyl Disaster**

**National Geographic**

**BBC News Report**

## ACTIVITY 3 - CREATE & REFLECT

### GOAL:

Students are able to create a webpage using Adobe Express\* in the form of a news report about the Chernobyl disaster using information they have sourced from their Internet research. They will also use empathy and creative writing to create an imagined interview with the father character from the film "The Door".

### INSTRUCTIONS:

1. Students should use the "Activity 3- Research" and "Activity 3- Planning" worksheet pages to help them plan their webpage. They should use their research as the basis for their report and should also plan and write an imagined interview with the father character from "The Door". This can be added to the end of the report (or, if desired, could be created separately as a podcast\*).
2. If the students have not used the software before, give them time to familiarise themselves with the interface and tools.
3. They should be encouraged to include appropriate images to illustrate their report.
4. If possible, allow time for students to see each other's work and encourage feedback and self-reflection. 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**

\*If creating a podcast software such as Garageband, **Bandlab** or **Adobe Podcast** could be used.