



# LESSON PLAN

LISTEN



M'N OUDERS GAAN SCHEIDEN

HEEFT NU AL EEN NIEUWE VR

WAT MOET IK DOEN?

**TITLE:**

LISTEN (14 MINS)

**ADDRESSES:**

12 +

**SUBJECT:**

Loneliness/Asking for help

**CURRICULUM:**

What's hidden - the things we don't talk about.

**TIME NEEDED TO CARRY OUT THE LESSONS:**

45 minutes /90 minutes.

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

The students will learn about the kind of issues that Child Line deal with and how these can affect anyone.

**METHODS:**

- Film Analysis
- Group work/Class Discussion
- Worksheets

**MATERIALS:**

- Worksheets
  - Computer/Ipad with web access.
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**SUGGESTED LESSON TIME:**

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45 MINS

**GOAL:**

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- Students are able to empathise with the feelings of others
- Students will respect others stories and opinions and feel open to share.

**METHOD:**

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Watch the film Listen (15.08)

In small groups 2/3 discuss the stories that they hear in the film give each group paper to write their answers on:

- How many stories did you hear about?
- How did you feel watching this film what story affected you the most?
- Why do you think they called Child Helpline?
- Explain what you think the role of Child Helpline is?

If possible have someone who works in this area to come in to speak with your class about what they do to help children who call a helpline number, or explain to your class the procedure when talking to someone in school.

**STEP BY STEP INSTRUCTION:**

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1. Start the activity by screening the film.
2. Complete the group discussion as above, each group should answer all the questions.
3. Listen to each of these clips and discuss what each person is saying.

Note the tone that is used for each caller and how this enables a caller to feel like they can open up.

**Clip 1** - 1.20 - 1.29

**Clip 2**- 1.31 – 2.25 .

4. Re- watch the two film clips.
5. The Student should each write a response to each one of the stories.
  - Child dealing with her parents who are getting a divorce
  - Boy who is a refugee
  - Boy who has anger towards feeling gay
  - Girl who is at home a lot on her own.
6. The students may have completely different answers which you may like to read out and discuss in class.

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## ACTIVITY 2

## HOMWORK ACTIVITY

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Research a child helpline company where you live to find out the following:

Contact number

Is the number available 24hours a day?

What can a child call about?

What age do children need to be to call?

What other services do they offer?

Is there any other help or advice on their website?

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**SUGGESTED LESSON TIME:**

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45 mins x2

**GOAL:**

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- Students will use film to create either a short 30 second advert using the research which was done for homework

or

- Students can create a 30 second expressionistic film, they will visually explore the thoughts of someone calling for help.

**ADVERT METHOD:**

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Your class should be reminded that these are delicate issues, which may be affecting someone in their class and to handle these issues with understanding and sensitivity.

Split your class into groups of 3/4, each group should choose a subject area that a child would ring a helpline for - for example the stories heard in the film Listen:

- Parents getting divorced
- A refugees in an foreign counrty
- Dealing with sexuality or gender
- Neglect
- Bullying
- Dealing with stress and anxiety
- Mental Health
- Eating Disorders

Give each group a 6 box storyboard sheet (see attached) to plan their 30-second advert, there does not need to be a narrative as this is an advert. The advert should include information that has been researched for homework for example, contact number, website address, and a tag line, this can appear as text or your can record a voice over. Use this storyboard as a guide to take 6 shots using a mobile device to capture film.

Using editing software on a computer or mobile device, edit together the final film adding in a sound track to the advert. Screen the adverts at the end of your class and discuss each, giving constructive feedback - two positive comments and one improvement that could be made.

### **EXPRESSIONISTIC FILM 6 SHOT ACTIVITY METHOD:**

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Split your class into groups of 3/4, each group should choose a subject area that a child would ring a helpline for - for example the stories heard in the film Listen:

- Splitting a home because of divorce.
- Refugees coming to your country.
- Young people dealing with sexuality or gender
- Neglect
- Bullying
- Dealing with stress and anxiety
- Mental Health
- Eating Disorders

Using expressionistic techniques create a 30 second film showing how a person is feeling when calling in to a helpline.

### **Examples of expressionistic techniques:**

**Use of obscure camera angles** – canted/dutch angle used to show an unsettled mental state.

**Use of close up or extreme close up camera shots** – to give a sense of a person feeling alone in dealing with a situation with no one to confide in.

**Use of Point of View shots (POV)** – the audience can get inside the mind of your subject – sketching on a page, flicking through a phone, walking down a corridor.

**Use of light and shadows** – have a person sit on their own in front of a bright window making the subject look like a lonely dark silhouette.

**Use details in your production to provoke emotion** – for example a bullying message showing up on a phone, a lunch box full of food that is not eaten, an unpacked suitcase.

**Slow pace** – still frames, shots held for longer, montage of images edited together.

### **STEP BY STEP INSTRUCTIONS:**

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1. In groups of 3/4 give each group a 6 box storyboard sheet (see attached) to plan their expressionist film, there does not need to be a narrative as this is a visual expression of a persons mental state when feeling alone with their problems.
  2. Use the storyboard to take 6 shots using a mobile device to capture film.
  3. Use editing software on a computer or mobile device to edit together the final film adding in a sound track, you may also want to experiment with different colour filters.
  4. Screen your films at the end of your class and discuss each giving constructive feedback - two positive comments and one improvement that could be made.
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**SUGGESTED LESSON TIME:**

45 mins

**GOAL:**

- Students will develop their group work and communication skills.
- Learn to critically analysis the different imagery for each story and why it is used.
- Analyse the text, filters and music or sound in each section of the film.

**STEP BY STEP INSTRUCTIONS:**

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The film Listen uses different imagery to tell each story.

1. Begin the class by listening to the first few minutes of Listen, do not show your class the visuals. Your class may not understand the language but can they pick up what emotion the voice is portraying, can they tell if there are different voices or stories, discuss with your class what they imagine the image to be.
  2. Now watch the full film Listen.
  3. Split your class into 5 groups and give each group a section of the film to focus on, see below.
    - Child dealing with her parents who are getting a divorce
    - Boy who is a refugee
    - Boy who has anger towards feeling gay
    - Girl who is at home a lot on her own.
    - Opening and ending of the film
  4. Have each group answers the question on the worksheet by writing their answers on flip chart paper.
  5. Have each group present their findings to the rest of the class. Do your class agree with the answers, is there anything else they would like to add?
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