

LESSON PLAN

RAFA

TITLE:

RAFA (26 MINS)

ADDRESSES:

12 +

SUBJECT:

The other/To be different/Meet the other/Are we equal/Solidarity

CURRICULUM:

The situation of children in Europe.

TIME NEEDED TO CARRY OUT THE LESSONS:

45 minutes /90 minutes.

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

The students will develop an understanding and awareness of the current situation for children from pockets of disadvantage Europe. Economic and social progress across Europe often masks these pockets of disadvantage. The consequence for these particular children is that they are denied the appropriate care and protection from their peers and others in their society.

3 GOALS OF THE LESSONS

- Students will improve their understanding of the metaphorical language of cinema.
- Students will use inference and deduction to understand the subtext within a film.
- Students will develop interview techniques and create a short News Report.

METHODS:

- Film Analysis
- Group work/Class Discussion
- News Report

MATERIALS:

- Worksheets
- Ipad with web access.
- Imovie and Do Ink Green Screen App

ACTIVITY 1

FILM ANALYSIS

The students will use the Rafa Film Analysis worksheet to develop their understanding of the metaphorical language of film.

Students will use questions on the **Rafa Film Analysis Worksheet** about the selected images of Rafa in the film. This analysis will prompt the students to a closer reading of the story and how Rafa is seen in the film. The students will consider the characters life situation and true feelings with the analysis of the images through the expressive film art in this film.

SUGGESTED LESSON TIME:

45 MINS

GOAL:

The students will analysis expressive film art and the metaphorical language of the film. The student will develop their understanding of expressive film and how it is applied to give deeper meaning to the portrayal of the story and the emotions of the main character.

METHOD:

The starting place for this activity should begin with discussing with the students how the film portrays Rafa, how he could be considered by others and how he is truly feeling.

STEP BY STEP INSTRUCTION:

1. Start the activity by screening the film.
2. Each student will complete the **Rafa Film Worksheet**.

CONCLUSION

Conclude the activity with a class discussion reflecting on the character Rafa's metaphorical framing, colour, tone and story.

ACTIVITY 2

READING THE INSIDE ACTIVITY

SUGGESTED LESSON TIME:

45 mins

GOAL:

- The students will be able to use inference and deduction to identify what a character might be thinking during a sequence based on body language and actions.

The students will explore and develop an understanding of the subtext in film - ie what the character really means or feels rather than what they actually say.

METHOD:

The students are to consider how the actions of a character on screen can reveal about what they are thinking internally.

The students will use the Role on the Wall Worksheet to write how they think Rafa is seen on the outside - how does he appear to be? Then they how do they think Rafa is feeling on the inside - what is he truly feeling?

STEP BY STEP INSTRUCTION:

1. On the **Reading the Inside Worksheet** write down as many words you feel describe how **Rafa is behaving** around the **outside** of the image.
2. On the **Reading the Inside Worksheet** write down as many words you feel describe how **Rafa is actually feeling** on the **inside** of the image.
3. Following on from these findings students will work in groups of 3/4. In these groups the students will discuss and compare what each student has written on the inside and outside of the image.

CONCLUSION

As a whole class, discuss and consider the perspective of:

- The boy Rafa
- Who has the responsibility for the care and welfare of Rafa?
- The family situation.
- His social situation.
- What actions do YOU think should be put in place to help Rafa and his family?
- Where would you go to if you needed help or advise?

SUGGESTED LESSON TIME:

45 mins x2

GOAL:

- Students are able to empathise with the feelings of others.
- Students will have respect for all.

METHOD:

The film ends with no real answer for Rafa and with an era of uncertainty for his future. This lesson should begin with reflecting on the finding from Activity 2.

As a whole class discussion, ask the students:

1. Who do they think has responsibility and care for children like Rafa?
2. What do they think this might be suggesting about the possible outlook for children in Europe like Rafa?

The students will then create a News Report.

They are to imagine they are a news reporter and are asked to interview Rafa about his situation.

1. Compose a list of 5 questions you would ask him.
2. How do you think he would answer, can you put yourself into Rafa's situation, what would you do? what help do you think he needs?
3. Can one student take on the role of Rafa, and one student be the interviewer.
4. Film this interview with an iPad or camera.
5. Compose the filmed interview into a short news report.

STEP BY STEP INSTRUCTION:

1. Divide the students into groups of 3/4.
2. Research and plan the News Report.
3. Each group will have a mobile device or tablet for filming purposes.
4. The students will film the News Report.
5. The students can use editing software to complete their News reports.

CONCLUSION

Complete the activity by screening the News Reports to the class.
