



# LESSON PLAN

**SUPERUNIT**



**TITLE:**

SUPERUNIT (20 MINS)

**ADDRESSES:**

12 +

**SUBJECT:**

Social activism

**CURRICULUM:**

Active citizenship – my street, my neighbourhood, my country, my continent

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

30 minutes /60 minutes.

**MAIN GOAL:**

Students will develop a better understanding of their world in which they live. What it means to live in a community and how this affects as you grow up.

**GOALS OF THE LESSON:**

- Students will be encouraged into conversation and learning around them in their community.
- Students will develop an understanding of cinematic language used in this film.
- Students will learn to work more effectively as a group to achieve an outcome.

**METHODS:**

- Film Analysis
- Group work
- Class Discussion

## **MATERIALS:**

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- Worksheets
- Paper, pens, scissors and pencils.
- Computer/Ipad with web access.

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## **ACTIVITY 1**

## **DOCUMENTARY FILM ANALYSIS**

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### **SUGGESTED LESSON TIME:**

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45 mins.

### **GOAL:**

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- Students will develop their learning in film language by exploring the different modes of documentary film.

### **METHOD:**

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To begin a film analysis look at the attached worksheet focusing on the 6 areas of film language Colour, Camera, Character, Story, Setting, Sound.

Watch the short film Superunit (19:32)

Use the work sheet to take notes as you watch the film.

In the worksheet the 6 key areas of film language simply allow students to understand the film making process. By highlighting these areas they can begin to see how a film is thought out and what is important for the viewer.

Use the additional question below to further discuss the film with your class.

- There are different types of documentary film making how would you describe this documentary film?
- Why do you think the Filmmakers chose this particular style of documentary?
- What do you notice about the camera movement through out the film, what does this tell you about the building?
- What do you learn about the people that live in this building?
- Why do you think the characters you meet in this documentary never speak to the camera?

- What do the colours tell you about the setting and living in this building are they vivid, muted?
- What is the story being told throughout this documentary?
- How important do you think Sound has been in this documentary?

## **CONCLUSION:**

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Discuss as a class. There are no right or wrong answers but to discover what each student thought of the film and to think about the decisions that filmmakers need to make when shooting a short film.

Further discussion can be made with looking at the different styles/modes of documentary film.

### **Documentary Film Styles/Modes**

#### Poetic

They focus on experiences and show the audience the world through another's eyes, abstract and loose with narrative, create a feeling rather than a truth.

#### Expository

Aim to inform and/or persuade — often through narration over footage.

#### Observational

Aim to simply observe the world around them. The audience are given access to the subjects most important and often private moments, aims to give a voice to all sides of an issue.

#### Participatory

Having elements of Observational and Expository, include the filmmaker within the narrative. This could be as minor as the filmmaker's voice being heard behind the camera, prodding subjects with questions or cues

#### Reflexive

They often include the filmmaker within the film similar to participatory however, unlike Participatory, they make no attempts to explore an outside subject. Rather, they focus solely on themselves and the act of them making the film.

#### Performative

An experimental combination of styles used to stress subject experience and share an emotional response to the world. They often connect personal stories with wider political issues. Can sometimes be called the Michael Moore style.

**SUGGESTED LESSON TIME:**

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30 MINS

**METHOD:**

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Think about this building who lives in this building, do you consider this to be a community, what makes a community?

Discuss with your class what are the positive and negative aspects of living in this community we see in this film?

Give each of your student's paper to write about the positive and negative aspects of living in their own community.

Discuss their answers as a class and what if any changes they would like to make to their own community.

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**SUGGESTED LESSON TIME:**

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30 MINS

**METHOD:**

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Mobile film making in 30 minutes using a tablet or mobile phone.

Working in groups of 4/5 you have 5 minutes to plan how to tell a story showing the best parts of your school or group in a documentary similar to Superunit.

You will not have dialogue but can be as experimental as you like with your camera shots.

When you have finished planning you will have :

15 minutes to record your story

10 minutes to add titles and music and export your story for presentation to the class.

Watch your students films and discuss what was good and one thing that could be improved.

## Film Editing apps

iMovie

Quik by go pro

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