



LESSON PLAN

TRAGIC HISTORY WITH
A HAPPY ENDING
(POLAND)

TITLE:

TRAGIC STORY WITH A HAPPY ENDING.

ADDRESSES:

14 +

SUBJECT:

Social activism

CURRICULUM:

Diversity is a value.

TIME NEEDED TO CARRY OUT THE LESSONS:

30 minutes /60 minutes.

MAIN GOAL:

To build a positive attitude to diversity.

SPECIFIC GOALS:

- To expose children to diversity.
- To encourage an open attitude and inclusive behaviours.
- To build coping skills and reaping the benefits of diversity.
- To deepen understanding of film language.

METHODS:

- Storyboards
- Group work
- Class Discussion

MATERIALS:

- Worksheets
- Paper, pens, scissors and pencils.

LESSON 1

MY STORYBOARD

SUGGESTED LESSON TIME:

45 mins.

METHOD:

Storyboards are a kind of a comic book, these are prepared before filming. They contain the most important guides to all the people involved in a film production (Directors, cinematographers, actors and editors etc.).

General outline for creating a storyboard:

- The proportions of the drawing frames correspond to the proportions of the film frame. It means that what is shown in the drawing will appear on the screen. The "framing" of a drawing might change – we can use zoom, a general plan etc.
- The readability of the drawing is essential.
- They can include arrows to indicate the direction of camera, person movement, person or object movement.
- Only characters and significant elements are drawn. A good rule is to draw a character with some characteristic so that, it can be easily recognized.
- To complete the illustration, comments are placed next to the drawings.
- Scene and shot numbering is used.

1. Share out the **storyboard worksheets** to the students and make sure everyone has a drawing tool. Next, read the following story:

“ There was a little girl whose heart was beating faster than other people’s hearts. It bothered people because of the noise. Her heartbeat was very loud. She tried to explain it: “It’s a heart of a bird. I am not in my own body, that’s why my heart is beating so fast. I am a bird.” “What is she saying?”, “Poor girl”, “She will not survive”- they said. So she ran away. She wanted to disappear. She wanted to get carried away by the wind. Finally the rain calmed her, so she returned to the house and lived as before. Over time people became accustomed to the noise of her heart. Finally, people completely forgot about it. Nobody was worrying about such things any more and it was good for the little girl. She also got used to it. She even liked her body. She felt lighter than before. Nobody was seeing the smile, with which she looked at the sky. Until one day...”

5. Ask the students to draw their own version of the story inventing the further development of the story. How can it end?

6. Next, invite the students to pair up in groups of four and show their storyboards, and to narrate their invented stories to each other.

CONCLUSION:

When they finish, put all the stories on the floor in a form of an exhibition. Students can ask the authors about the works which interested them. Ask the students which affinities and differences they see between the prepared storyboards and invented stories.

SUGGESTED LESSON TIME:

45 MINS

GOAL:

- The reflection on the dynamics of reacting to otherness.

METHOD:

Begin the lesson by screening the film projection and follow with a class discussion.

STEP BY STEP INSTRUCTIONS:

Watch the short animation "Tragic story with a Happy Ending".

Ask the students to observe the emotions and behaviours of the films protagonist and the other inhabitants; how does their behaviour change over time? Use the **Powerpoint** to support this discussion.

After the film screening, ask the students to discuss:

- How do you like the animation?
- What emotions does it raise in you?
- How much your stories were similar to the story invented by the people who made the film?
- Were you surprised by the plot of the film? Were you surprised by the form of animation?
- How was the girl?
- How did her mood and behaviour change over time?
- How did they feel and what did they do the rest inhabitants of the town?
- How did their behaviour and mood change over time?

CONCLUSION:

Direct the children's attention to the fact that with the passing of time the inhabitants got used to the girl and to her quickly beating heart and it didn't bother them anymore. When the girl left the city they even felt emptiness, boredom. They felt they were missing something and that they could and would like to live differently. With the passing of time, also the girl was feeling better in the town and in her body, but she chose to live in accordance with her nature.

LESSON 3

Activity 1

Curiosity, observation instead of judgment

SUGGESTED LESSON TIME:

15 MINS

GOAL:

The reflection on the competences useful in dealing with otherness.

METHOD:

Conversation in pairs, summary in a class discussion.

STEP BY STEP INSTRUCTIONS:

1. Tell the children that you're going to look at situations a little bit similar to the one which took place in the town from the film. Sometimes in life we also meet people, situations, places which are new for us, different and might arouse different emotions.

Ask for every person to think and to recall a situation from his/her life where with the passing of time:

- he/she changed his/her mind or his/her opinion about someone new.

This could be someone who at the beginning seemed to be strange, outsider (they can even talk about the situation where they felt that way themselves or about some kind of an activity which seemed strange to them etc.).

2. Let the participants pair up loosely and encourage them to tell themselves who were those people and how their opinion and emotions changed.

- Ask them to think about what helped to change their mind, attitude on how they behaved.
- What did they try to avoid, etc.?

CONCLUSION:

As a conclusion when the pairs finish their conversations, ask the next pairs to share their behaviours, thoughts, attitudes that have contributed to their attitude towards the person, e.g. not judging, observing, regulation of emotions, to talk with the person in spite of the first difficulties, asking questions, etc.

These then can be written on the board and concluded as a class discussion.

