



# LESSON PLAN

TRAGIC HISTORY WITH  
A HAPPY ENDING

**TITLE:**

TRAGIC STORY WITH A HAPPY ENDING.

**ADDRESSES:**

14 +

**SUBJECT:**

Social activism

**CURRICULUM:**

Help students to become more open to differences and to respect them. Differences in our life - To be different and to be proud of it.

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

30 minutes /60 minutes.

**MAIN GOAL:****METHODS:**

- Film Analysis
- Group work
- Class Discussion

**MATERIALS:**

- Worksheets
  - Paper, pens, scissors and pencils.
  - Computer/Ipad with web access.
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**SUGGESTED LESSON TIME:**

45 mins.

**GOAL:**

Students will use film language to analysis the film

- Students will analytically watch the film and discuss what they interpret the film to be about.
- Students will begin to use film language to understand why the film was created in the way it was
- Students will discuss the importance of the narrative and how effective this has been.

**METHOD:**

Begin the lesson by giving your class the **Film Analysis Work Sheet** this can be completed during or after watching the film. Explain the worksheet to your class and the key things they are looking out for in the film.

1. What the short film Tragic Story with a Happy Ending (7.17).
2. Stop the film at 2.46 (Poor girl...she won't last)
3. Have your class work in small groups of 2/3
4. They will answer the following:
  - What has happened in the film so far?
  - What makes her different or not?
  - Why do you think the people in her town are inconsiderate of her feelings?
  - Can you identify with the girl?
5. Continue playing the rest of the film.
6. The class in their small groups will write their answers to the following questions.

- What happened when the girl told the town how she felt?
- Why do you think everyone forgot and got used to the sound?
- How do you think this made the girl feel?
- What do you think happened to the girl at the end of the film?

## **CONCLUSION:**

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Discuss with your class the answers to the film analysis questions; collate the answers by writing them on the board.

You may have different perspectives to this film and what happened to the girl at the end, this is open to interpretation. Your class may discuss how this could be compared to a real life situation, since this can be a delicate issue, ensure sure your students conduct the discussion with respect.

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## **ACTIVITY 2**

## **DISCUSSING THE TOPIC**

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### **SUGGESTED LESSON TIME:**

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45 MINS

### **GOAL**

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Students will discuss what means to be different, what is “normal”

- Students will engage in a group discussion about what different means to them.
- Students will begin to notice the difference between each other in the class.
- Students will learn that being different is ok and is something to be proud of who they are.

### **METHOD:**

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Begin the lesson by discussing with the class the differences between each of them or others in the school e.g. hair colour, height, religious difference etc.

You know what is acceptable in this context for your class.

## STEP BY STEP INSTRUCTIONS:

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Give the class a piece of paper and a pencil and ask them follow these simple instructions. The aim of the game is to demonstrate that different experiences we have had impacts our view of the world. You may have a class that will have similar house that could be compared to the area that they live etc.

1. Place your page in the landscape position on the table and now draw a person on one side of the page.
2. Once you have drawn your person give your person an accessory no limit to the imagination.
3. Now beside your person draw a home for this person.
4. Once you have drawn your house add detail to make it stand out.
5. Now draw an animal
6. Once you have drawn your animation draw the weather.
7. Compare the drawings with everyone in the class discuss the similarities and the differences, why do you think this is?
8. Watch the short film Tragic Story with a Happy Ending (7.17)
9. In small groups 3/4 have the class answer the following questions writing their answers on a piece of paper.
  - What situations have you been in where you felt different? How did you react?
  - In your opinion, what differences seem to best accepted in our society?
  - What differences are less well accepted? Why?
  - What are the positive aspects of being different?
  - Do you think you are judgmental about your own differences or others?
  - Do you think you judge others when you first meet them?

## **CONCLUSION:**

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Think about what makes each of us different and why this isn't a bad thing.

Have each group discuss the answers to their questions with the class respecting the opinion of others.

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## **ACTIVITY 3**

## **HOMEWORK**

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## **METHOD:**

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Your students are to imagine they are going for their dream job. It is very competitive and so they have to write a personal statement.

Using the template in **Work Sheets**, the student will create their own Personal Statement.

In their personal statement they should include:

- what skills and qualities make them great for this role
  - why are they different from other candidates
  - why they deserve the job.
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**SUGGESTED LESSON TIME:**

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90 MINS

**GOAL:**

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Students will create positive affirmation posters that will be displayed around the school. These posters should encourage others to be proud to be different, stand out from the crowd and embrace their differences.

- Students will create a poster using a method of their choosing.
- Students will be responsible for displaying these posters in the school.
- Students will learn what makes a good poster design.

**METHOD:**

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The link below is a Pinterest board with examples of bad design, discuss with your class why these posters don't work and how they could be improved.

<https://www.pinterest.co.uk/bennyboy74/bad-design-examples/>

**Good Design Tips:**

- Your poster must be easy to read – no distracting backgrounds
- Make adjustments to the contrast of your images – don't go mad with filters!
- Experiment with different fonts – choose one that stands out and can be read from a distance
- Use plenty of space and one big visual
- Less is more

Note. In the **Worksheets** please find an example of an **Affirmation Poster**.

1. Have your class research images that they would like to use as a background for their poster. Alternatively you could have the class use their phones to take pictures and select one that could be used.
2. Discuss in small groups different positive affirmations that they could use in their posters.
3. Choose a method for making a poster this could be an app or computer based software.

### **Suggested Apps**

Font Candy

Poster Maker

Photoshop

Pic Collage

Canva

InDesign

PS Touch

Word

### **CONCLUSION:**

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Print and create a display of all the posters to share within the in the school. They can also be shared in a variety of digital platforms within the school community network.

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