

## Warm-up

First, have students get together in groups to discuss the characteristics of a great film scene. Here are some options for students to choose from:

Pride and Prejudice: <https://www.youtube.com/watch?v=hANmcTtu-Ug>,

Harry Potter: <https://www.youtube.com/watch?v=02pr2W7FT-c>

Star Wars: [https://www.youtube.com/watch?v=\\_IOT2p\\_FCvA](https://www.youtube.com/watch?v=_IOT2p_FCvA)

Up: <https://www.youtube.com/watch?v=ILddD8QNbuk>.

Then, provide discussion prompts such as: 1. *Describe your favorite movie scene.* 2. *What makes it such a memorable scene? The actors? The story? The music? Something else?*

Set a time limit for the discussion. Circulate, monitoring the conversation and helping as needed. Finally, elicit answers from volunteers in a whole-class report-back session.

## Teaching Tip

## For Exercise 1

First, create a cinematic experience for the scene presentations. Decide if students will present their scenes live or make videos to be projected. Then, create an appropriate ambiance for the viewing. Give students a listening task. For example, they could write nominations for their class's Oscar awards: best actor, actress, director, story, set design, etc. Next, close the session by tabulating and awarding the Oscars. Then, create the ambiance for the awards as is appropriate for your group. Finally, give winners a moment for an acceptance speech, and give each winner a small trophy if appropriate for your group.

## Differentiation Strategy

## For Exercise 2

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 2c.



## Let's Roll!

The 1960s and 70s are considered the turning point of world cinema, a time when filmmakers outside Hollywood were not only challenging conventions about how films were made, such as by creating new genres and creative storytelling techniques, but also what they were about, many favoring themes such as social injustice, inequality, and the effects of colonialism. Filmmakers during this period, and beyond into the present, powerfully demonstrate how art can be used for social change.

Using film for social and political change, filmmakers created iconic films such as *The Battle of Algiers* (Italy/Algeria) to tell stories of colonial resistance, *Z* (Greece/France) to show the impact of authoritarian violence on a community, *Black Girl* (Senegal/France) to explore post-colonial identity, and *Memories of Underdevelopment* (Cuba) to highlight the class divide. Films of the time exposed inequality across class, race, and socioeconomic status.

This period of cinematic activism raises awareness of reducing inequalities within and between countries. Moreover, it challenges existing, usually colonial, power structures, promotes diversity and inclusion, and demands justice for past and present crimes against its people.



## Let's Roll!

In this Maker, you'll be the actors, director, and costume designer. Each group will recreate a scene from an iconic world cinema film from the 1960s or the 1970s.

1. Choose the film.
2. Choose the scene.
3. Plan the recreation, including the set and costumes.
4. Create a brief introductory presentation explaining why you chose the film and scene.

## 01 Present!

Once your Maker is done, set up your scene in the classroom or create a video to project it, whichever is best for your group. Start the presentation by explaining the significance of the film and why your group chose the scene.

## 02 Discuss!

Get together with your group and answer the questions.

- What social issues do the other scenes discuss?
- Which left the most lasting impression?

## 03 Get Informed!

Learn about and show more iconic films from the period in a school film club.

## 04 Take It on the Road!

Create a mini film festival of iconic world cinema from the 1960s and 1970s for your school, performing your scenes or showing videos of your scenes.



## Teaching Tip

## For Exercise 2

First, ask students to work with a classmate to answer the questions. Next, have students share their answers in groups of four, using their classmates' answers to help them. Finally, if appropriate for your class, elicit answers from volunteers and create a class list of strategies to help teens build and use self-esteem in their day-to-day lives.

## Wrap-up

First, close the session by asking students to reflect on the week's most important takeaway message. Have them write it on a post-it note. Then, ask students to mingle around, asking other students about their most important takeaway. When they find a student with the same answer, have them sit down and discuss their reasons and how they can use this information in the future. Finally, have students who do not find a classmate sit with someone and compare their answers.



## BE Aware of Your Progress

01 It's time for your assessment. First, ask a classmate to help you assess your performance during this week (Peer Assessment). Allow your classmate to provide you with some feedback. Later, assess yourself (Self-assessment) based on how you felt during this week.

VG – Very Good

G – Good

N – Need to Improve

## I can...

define what self-esteem is.

compare and contrast electromagnetic waves.

analyze the impact of the French Revolution.

classify the film genres of the 1960s and 1970s.

use **Linking Adverbials** to express reasons, results, contrast, concession, time, and addition (*on account of this, likewise, nevertheless, beforehand, besides, furthermore, etc.*)

## Peer Assessment

## Self-assessment



02 Reflect on a time when you felt you weren't good enough.  
Write about:

- › What was the situation?
- › Why did you feel unworthy?
- › What did you do about your feelings?

Answers will vary.

