

Warm-up

First, provide groups of students with less appropriate terms for special needs, such as blind, deaf, and handicapped. Then, ask groups to investigate more politically correct terms, such as visually impaired, which is better than blind. Next, groups will be asked to share their results in the plenary. Finally, students should be encouraged to discuss why being inclusive and politically correct is essential in a community.

Teaching Tip

For Exercise 3

Before interviewing, ask students to write out questions for the audience. These could include: *What did you take away from the movie? How did the audio effects add to your viewing experience?* Encourage them to proofread and identify how they will record the answers. Alternatively, students could create a survey for the audience to provide their opinions. Next, have the groups review and categorize the audience interviews/survey results. Then, invite students to write a brief paragraph summarizing what they learned and liked from the task. Finally, some volunteers will share their paragraphs in the plenary.

Differentiation Strategy

For Exercise 2

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



10.2

Art Education

While most of us consider watching a movie with friends entertainment, movies are also essential in education. This is especially important given that global targets for achieving a quality education are falling behind.

Around the world, without adequate funding and resources provided to schools, nearly 300 million students will lack basic literacy and numeracy skills by 2030. This is even more true for students with disabilities since only half of the schools worldwide have sufficient infrastructure and materials to support learning for students with special needs.

Adequate transport systems to take students to schools, appropriate ramps and doorways to allow children with special equipment to enter, and accessible bathroom facilities are some keys to supporting young people with mobility needs. Youth with visual or auditory impairments may need special tools and well-trained personnel to help them interact with learning materials.

Art has always been a medium for promoting social causes, highlighting needs, and raising awareness in an engaging, easily interpreted, and identified format. Using the cinema to raise awareness for students' needs while teaching learners about movie-making and art will engage learners and bring awareness to the need to support all students as they strive for a quality education.

01 Present!

Once your Maker is done, show the films to other classes. Afterward, invite students, teachers, and administrators to a round table session to discuss how to improve school accessibility.

02 Discuss!

Look around your larger community to find out what other spaces and institutions need to upgrade their accessibility to include people with special needs.

03 Get Informed!

Interview audience members to obtain their thoughts on the film and its artistic elements, such as its narrative, montage, and visual impact.

04 Take It on the Road!

Take your movies on the road! Organize a short film festival in your community library or community center. Encourage people to sign petitions to improve your school's resources.

DO



Cinema for Change

In this Maker, you will make a movie. Movies can highlight the need for change by raising awareness of social and individual needs. Making a movie can also increase the filmmaker's understanding of the artistic elements of cinema, which can augment the audience's appreciation of the subject matter.

1. In a small group, identify how your school could be improved to better meet the needs of your school's community.
2. Write a script highlighting the necessary improvements. Be sure to identify how to effectively use the film's narrative to make the audience empathetic to the issue.
3. Work with puppets to avoid privacy issues. Design a set and characters that best represent the essential issues.
4. Record your movie, re-recording scenes where necessary. Consider the composition of the different scenes to have a greater visual impact.
5. Edit your movie, adding visual and audio effects to amplify and drive home your message.



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Teaching Tip

For Exercise 2

First, have students write questions about topics from the week in small groups. Then, have them get together with another group and ask them their questions. After completing the sentences, ask students to share them with a classmate to see if they agree or disagree. Then, encourage students to show one another their work to justify their answers. Finally, after completing Exercise 2, tell students to work with a classmate to choose a title for their movie.

Wrap-up

First, ask students to imagine what their movie would look like. Then, have them create a draft of their movie poster. Provide them with the stationery material needed. Finally, post them around the classroom and vote for the most creative posters and movie titles.



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...

Peer Assessment

Self-assessment



identify some practices to develop a positive mindset.



exemplify the law of universal gravitation.



understand what the scientific method is.



define the concept of cinema as a form of art.



use **Modals** (*might, could, may, and can*) in different tenses to express possibility, probability, annoyance, and concession.



02 Reflect on your performance from this week in terms of a film review. In the organizer below, complete the sentences.

Answers will vary.

1. My character was given the opportunity to...

2. It was especially memorable when...

3. My performance in... was less convincing.

4. One unexpected plot twist was when...

