



Educational Resources 2013

Lesson Plans  
Grades 4-6



## Introduction

Welcome to the Regent Park Film Festival's school program. This resource accompanies the films presented as part of the Festival's program for grades 4-6. It provides you with a program synopsis, and simple lesson ideas for BEFORE, DURING and AFTER viewing the films at the Festival. We hope that you and your pupils have fun and enjoy learning with this resource!

### Regent Park Film Festival School Program

#### Grades 4 -6 films:

Don't Label Me

Correcting the Chalkboard

Fusion

Big Mouth

Dancing into it

Traces of Joy

**Theme:** Understanding yourself, making choices that are good for you

**Program Synopsis:** Each of the films in this year's grade 4-6 program reflect on the act of finding and being true to one's self. Don't Label Me and Correcting the Chalkboard confront the stereotypes that many young people face in their daily lives. Dancing into It tells the story of a young Regent Park boy finding the courage to tell the truth. Big Mouth explores finding balance when telling the truth. The whimsical Fusion finds a young man in a humourous race against time to regain his memory. In Traces of Joy, two young girls find solace in their friendship and mutual imaginary friend.

## Grades 4-6

**Key Question:** How do you stay true to yourself?

### BEFORE viewing

#### Activities:

1. Each student creates a magazine collage of things that represent them. Then each student writes a paragraph describing who they are. Using Wordle (wordle.net) or other word cloud app, copy and paste each paragraph to create word clouds for each student. Display the two creations together.



### DURING viewing

#### Film Critic Guide Activity:

Please refer to the following page for description

### AFTER Viewing Lesson

#### Activities:

1. Discussion: Have you ever been hurt by what someone said to you? How did it make you feel? How could you turn what they said into something positive? Have you ever been labeled? How did you respond? Would you respond differently now that you have seen the Film Festival films, and if so, how? How can we stop discrimination? (Could be at school, in your neighbourhood, your city, your country, another country, etc.)

2. Letter to Yourself: It is 10 years in the future, you are now \_\_\_\_ years old. Write a letter to yourself at your current age. What advice would your older self give to you about how to be true to yourself in front of others? For example: How to handle bullying? How to find your passion? How to advocate for yourself and how to tell the truth?

## Grades 4-6 DURING viewing

Materials: Film Critic Guide (one for each student), clipboards, pencils

**1. BEFORE going to the Film Festival**, introduce the concept of a film critic to students and let them know that they are going to be film critics as they watch the films at the Regent Park Film Festival. (e.g. A film critic is someone who watches a film and shares her/his opinion with others.) Read the programmer's synopsis to them and go through each film so that they are familiar with the titles.

**2. Go over the Film Critic guide.** Explain to the students that after each film that they watch they need to colour in their response to the film. 5 stars means that they really liked the film and would recommend it to other people. 1 star means that they don't think others will like it or should watch it.

**3. Model using one or two examples** with the class, personally rate a recent book or video all have listened to/watched, perhaps from the Before Viewing recommended books. (If needed, have students do an example sharing their opinion with a partner.) Have students discuss how different students have different opinions and why that might be so.

**4. Just prior to going to the Film Festival**, if possible, re-read the programmer's synopsis to them and go through the titles of each film so that they are familiar with the titles.

**5. At the Film Festival**, if students did not carry their own materials, distribute and go over the films again, reminding students that the films will be shown one right after the other so they won't have time for detailed work, just quick notes.

*Note: some may colour in 5 stars for each film, this is a common response as they learn to discriminate and evaluate their thoughts, feelings and opinions. This can be debriefed back at school.*

**6. At the end of the Film Festival**, the host may call on students to give their thoughts, feelings and opinions about the films. Alert your students to this possibility and encourage them to not only say which one they rated highest but also why. Continue this discussion back at school, using the **After Viewing Lesson**.

# Be a Film Critic



**DON'T LABEL ME**



**CORRECTING THE CHALKBOARD**



**FUSION**



**BIG MOUTH**



**DANCING INTO IT**



**TRACES OF JOY**

