

Film Freeze Frame

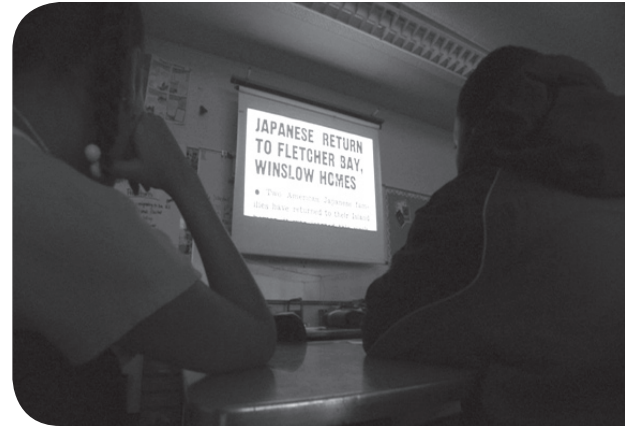
Sample Guiding Questions

- How do I gather information?
- Who do I go to when I need help?

Lesson Overview

This lesson is designed to allow students to observe a single frame of a movie and make predictions as to what the film is about based on their observations. The objective of the lesson is to move students toward an appreciation for their unique, personal perspective and the enriching perspective of others.

Notes:



Grade Level

4–8 Grade

Time

50–70 minutes

Materials Needed

- Film Clip
- Film Freeze Frame Worksheet (p.3)
- Pen/Pencil
- Colored Pencils/Markers

Special Considerations

Choose a TV screen large enough for the entire class to see.

Strategies Used

- Inquiry Learning
- Cooperative Learning
- Reflective Learning

Skills Targeted

- Leadership
- Cultural diversity
- Creative thinking
- Decision-making
- Visualization

Set Up

Choose a frame of a film that you would like the students to see. Be sure to pick a frame that has various activities happening throughout, and cultural, non-living, and living things represented in the frame. Set up the film so that the frame is cued prior to the start of this lesson, but turn the screen away from students until viewing time.

Procedure

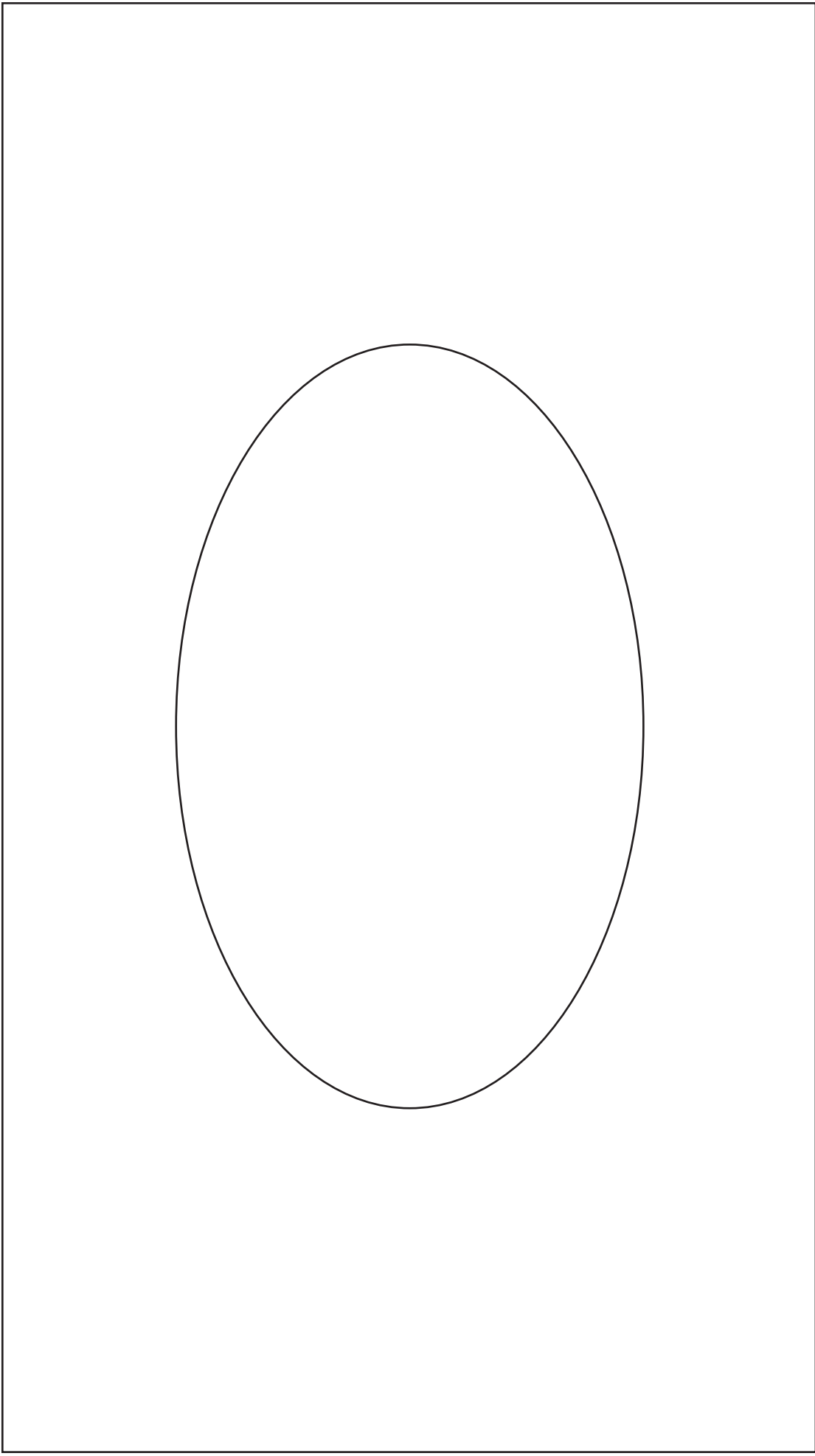
1. Ask students to journal on one of the guiding questions. If your students are unfamiliar with journaling, discuss the question for 5 minutes and then ask them to write for another 5 minutes.
2. Conduct a circle discussion to focus learning based on your objectives. Develop 2-4 questions you would like students to discuss with each other to prepare for the viewing and lesson.
3. Explain to the students that they are going to have a chance to test their observation skills and learn more about how they gather information. To do this, the class will need to share ideas to come to a common understanding about what they see.
4. Explain that you are going to pause a frame of a film and they will have 30 seconds to write or draw everything they see in the frame inside the circle (see below for an example). Encourage them to concentrate and to capture as many things as possible.
5. View the screen shot and allow students time to jot down words and draw symbols or images.
6. Once they are finished, ask them what they might do next to find out more about this story. Encourage them to take the next step and ask others in their “community” what they saw. Break students up into groups of four and have them share what they saw; encourage students to add things that they did not see that their group saw in the space outside of the circle.
7. Ask students to think of another way they might find out more about the story. Suggest that another way to get the “whole picture” is to go directly to the source. Explain that this is called a primary source because the story is told by the people that experienced it directly.
8. Watch the film in its entirety. Prompt students to write or draw more information outside of the circle as they watch the film.
9. After the film, ask students if their observations were “right on,” partially correct, or “off base.” Did they share ideas and work toward a common understanding?

Wrap Up

10. Revisit the questions posed in the circle discussion. Ask students, “Has your thinking changed? How?”

Film Freeze Frame

Name: _____ Date: _____
View the film clip for 30 seconds. While you watch, draw or write as many things as you can see in the center circle.



Discuss your observations with your group. What did your group members see that you did not?
Draw the objects that you did not see that your group saw in the space outside the circle.