

# Perceptions

**Perception:** Awareness of the elements of environment through physical sensation.

## Sample Guiding Questions

- How does our perception influence what we see and hear?
- How do we make connections?

## Lesson Overview

Perception Sketches (Part I) is designed to allow the students to draw symbols representing what they hear as they listen to a film clip without seeing it. This lesson hones their observation skills and allows them to develop their own images of what things look like in the film. Perception Sketches also focuses student's attention to the living, non-living, and cultural features represented in the film.

Perception Connections (Part II) is designed to help students make connections between the various cultural, living, and non-living things represented in the film.

## Notes:



## Grade Level

4–8 Grade

## Time

50–70 minutes

## Materials Needed

- Film
- Colored Pencils
- Perspective Sketches Worksheet
- Several Balls of String

## Special Considerations

When selecting a clip, select a clip that has multiple sounds represented by various things in the film.

Be sure to plan this lesson prior to showing the film.

It may be necessary to identify living, non-living, and cultural items in the film and assign them to students prior to the Community Web activity.

## Strategies Used

- Inquiry Learning
- Cooperative Learning
- Reflective Learning

## Skills Targeted

- Listening
- Cultural diversity
- Creative thinking
- Problem-solving
- Visualization

## Part I: Perception Sketches

### Set Up

Choose a short clip of the film that you would like the students to listen to. Be sure to choose a scene that has multiple sounds. Set up the film so that the clip is ready to go and cover the screen. Be sure to turn the volume up high enough for all to hear. For those students who are more comfortable using words, ask them to try the symbol approach first and if this is not successful, have them write descriptive words instead.

### Procedure

1. Begin class by journaling on the guiding question.
2. Provide examples of symbols prior to starting. Here are a few you may want to use:



3. Explain to the students that they are going to have the opportunity to screen a clip of the film. However, for their first screening they will not be able to see the clip, but they will be able to hear it.
4. Encourage students to listen to the emotion in the voices and the background sounds as well.
5. Encourage them to draw as many symbols as they can and to label their symbols based on where they think the sounds and emotions come from. Remind them that there is no right or wrong answer. The symbols represent what they hear.



6. Allow students to position themselves in the classroom so they are comfortable and can hear the clip. Listen to the film clip. Have the students draw symbols representing what they hear in the space provided on their Perceptions Sketches worksheet. You may need to play the clip twice for students to be able to pick up on both the voices and background sounds.
7. Following the clip, split them up into pairs and have them discuss their drawings and identify similarities and differences.
8. Ask the students to share one thing that they heard and one thing that their partner heard that they didn't hear. Encourage the class to add symbols that someone else heard that they did not hear to their Perception Sketches in a different colored pencil.



9. Play the film from start to finish. Have them add labels, words, or new sketches in a different colored pencil while watching the film.

### Wrap Up

10. After watching the film, journal or discuss the guiding question, How do our perceptions influence what we see and hear?



## Part II: Perception Connections/Community Web

### Community Web (continued)

The person who receives the ball of string must think of one person or thing in the film that was connected to, or depended upon, the thing that the first person mentioned. For example, “I am a Cedar Matt and I depend on the Cedar Tree to provide the bark that is needed to make me.” Encourage the students to use the names of the living, non-living, and cultural objects the two people represent instead of the student’s name.

Once the second person has the ball of string in their hands and has made a connection, have them choose someone different to toss the ball of string to and repeat the above instructions.

Encourage the students to think about both direct and indirect connections among the group. How do they depend on each other? What things might they need to survive? To ensure that each person is involved, they can only have the ball of string tossed to them once. The last person who receives the ball of string has to identify an object that has a connection to both the last person to throw the string, and the very first person, and toss the ball of string to the first person to close the web.

Once the first person receives the ball of string, have each person in the group take a step back to tighten the web. Be sure to reiterate safety and to not pull too tight, being careful not to hurt anyone.

At this point, break all students (including those in your demonstration group) into groups of six. Give them each a ball of string and instruct them to complete the activity. Make sure they “freeze” after they have stepped back to tighten their web.

Rotate between groups to check for understanding.

Once all groups have a taut web, ask the students to think back to the film. Did anyone notice a time in the film when something in the environment or culture changed or was affected? Who in the group is affected because of this change? Ask the person who represents the affected “thing” to gently drop the string. Then, ask the students who represented something directly connected to that person to drop the string. (This should only be two people, the person who tossed them the string and the person who they tossed the string to.) Repeat this until each student has dropped the string.

### Wrap Up

5. Ask the students to share the connections they made. What interrelationships did they notice within the film? How do people depend on one another? On the land? How is the film connected to their own lives?
6. Ask students to work in teams (or individually) to create a symbol/connection map that represents various cultural, living, and non-living things in their lives. Ask the students to share the connections they made.

## Perception Sketch

Name: \_\_\_\_\_ Date: \_\_\_\_\_

While listening, use the space below to write or draw symbols. Write down your ideas, draw pictures, or use descriptive words that help capture what you hear, in pencil.