SHORT CUT

SMALL STORIES BIG ISSUES

LESSON PLAN

GIRL ON A MISSION

TITLE:

GIRL ON A MISSION (16 MINS)

ADDRESSES:

12 +

SUBJECT:

Change/Courage/Social and Civic Activism

CURRICULUM:

Courage to leave the society of my family and traditions / The importance of the education – courage to do something special.

TIME NEEDED TO CARRY OUT THE LESSONS:

45 minutes /90 minutes.

GOALS OF THE LESSON:

MAIN GOAL:

The students will develop an understanding of how a young girl tries to make her way in the world, while dealing with struggles in her home life and the tradition values of her family. The students will relate to the importance of education in Miruna's wish to succeed.

The students will explore the notions of self-expression, asserting our space and visibility in the world. They will focus on balancing dreams and reality whilst having the courage to achieve their goals.

The student will develop the ability to understand the language of film as a means of expres sion in how it is used to represent the emotions of its subject matter.

3 GOALS OF THE LESSONS

- The students will analysis the language of the film and how it is used to give deeper meaning to the emotions of its main subject matter.
- Students will learn and explore their own abilities to achieve through education.
- Students will create a Vision Dream Board - a future route map, improving their outlook on the possibilities of achieving their hopes and dreams.

METHODS:

- Film Analysis
- Group work/Class Discussion
- Creative Drawing/Visualisation

MATERIALS:

- Worksheets
- Magazines and Newspapers
- A2 Card, Scissors and Glue
- Printer
- Computers/tablet with web access.

SUGGESTED LESSON TIME:

45 MINS

GOAL:

The students will use the **Scene Analysis Worksheet** to develop their understating of the metaphorical language of film, and how it is used to give deeper meaning to the emotions, struggles and representation of its main subject matter, Miruna.

METHOD:

Students will each use the questions on the **Scene Analysis Worksheet** with the selected two scenes of
Miruna in the film. This analysis will prompt the students to a closer reading of the story and how
Miruna is seen in the film. The students will consider Miruna's life situation and true feelings by
analysing the scenes and what they both represent for Miruna.

These are the timecodes for the two scenes for this analysis:

Scene 1 - Time Code: 07.31 mins to 08.00 mins.

Scene 2 - Time Code: 05.48 mins to 06.19 mins.

STEP BY STEP INSTRUCTION:

1. Start the activity by screening the film.
2. Watch the two scenes detailed above again.
3. Each student will complete the **Scene Analysis Worksheet.**

CONCLUSION:

Conclude the activity with comparing the two scenes and what they represent for Miruna, as a class discussion.

SUGGESTED LESSON TIME:

45 mins

GOAL:

- Students will visualise their journey of self discovery and a route/pathway to their possible positive future.

METHOD:

The student will explore and outline what they think are the positive and negative aspects of Mirunas situation.

STEP BY STEP INSTRUCTION:

1. If necessary, start the activity by screening the film again.
2. Each student will complete **Miruna's Future Pathways Worksheet**.
3. Discuss as a class Miruna's wishes for her future self using the **Miruna's Future Pathways Worksheet** for guidance.

CONCLUSION

This activity is the preparation for the activity 3.

SUGGESTED LESSON TIME:

45 mins x2

GOAL:

- Students will create a visualisation of their journey of self discovery and route to their possible positive future by producing a **Vision Dream Board.**

METHOD:

Following on from Miruna's Future Discussion Worksheet the students will create their own individual Vision Dream Board. The purpose of this Vision Dream Board is to encourage the students to focus on how they want to feel and where they may want to be in the future.

It is hoped that by visualising this future the students will see the possibilities in eventually making it come to life and the route/pathway needed to to do so.

The board should be filled with images of who they want to be, or what they envision in their futures.

This can include words, text and images; where they want to live, what kind of house they want to have, how they want to improve their outlooks, education and job possibilities. It should be designed to serve as their hopeful image of the future.

A vision dream board is a way for the students to get in touch with their intuition and better understand their possibilities, dreams and see the route and pathway to get them where they want.

The student will begin with creating a mind map to use as stimulus preparation for their Vision Dream Boards.

The Vision Dream boards will be created individually on A2 card. The completed Vision Dream Boards can be exhibited in the Classroom or School. purposes.

STEP BY STEP INSTRUCTION:

Working individually the students will:

1. Students should plan their **Vision Dream Boards** by beginning with creating a Mind map. This will be focused on their future hopes and dreams and the route they need to take to achieve this. Allow 15mins.
2. This will provide the stimulus material in preparation for creating their individual **Vision Dream Board.**
3. Each student will have an A2 card.
4. Using i.e. magazines, newspapers and any other printed material the students will cut out words, quotes and images/photos that correlate with their future dreams and possibilities.
5. They should fill the board with a rich assortment of words and images associated with their vision of their future self.
6. The completed boards can be displayed in the classroom or school.

CONCLUSION

Exhibit all the final **Vision Dream Boards** in the class or school. The class can present each to the class and discuss their hopes and dreams for their future selves. This should be an encouraging and aspiring activity.