



Lesson Plan: Health messages from movie titles

Australian Curriculum links

Health and Physical Education

Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)

Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)

English

Year 5

Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)

Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)

Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)

Year 6

Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)

Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)

Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)

Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)

Goals

1. To understand that directors of feature films include dialogue that is designed to help audiences see the world in a different way.
2. To create *positive* healthy messages by changing the language of quotations from children's feature films– to position student audiences to think about their health in a different way.
3. To display these messages as posters

<http://www.buzzfeed.com/spenceralthouse/27-childrens-movies-that-are-wise-beyond-their-years#.imkZy9WPx>

Resources

1. A4 paper
2. Pencils
3. Perhaps a copy of the list of quotations (to be found at the end of this lesson plan)
4. Computer or paper to develop into posters

Learning Process

Focus Questions

1. How do movie directors use dialogue to encourage us to see and feel about aspects of our lives?
2. How can we use dialogue to encourage the people around us to have **positive** feelings about improving their health?
3. To work effectively with a partner.

Teaching Strategy		
Activating background knowledge and create suspense	List your favourite movies of all time down the page	
	Next to each movie write down a piece of dialogue that you really liked. Perhaps you have several.	
Vary grouping sizes and mix of people	Set up the pairs – usual or different (their choice, yours or random).	
Introduce task via call out	Given the focus questions, what do you think our task will be today?	
Building new knowledge onto previous knowledge Guided construction	Construct a mind map (concept map) on the board. Centre perhaps: Issues in health today. Perhaps a structure like this: Radiating out: issues such as obesity, sugar, fat, exercise, expense - perhaps special ones from your school. Next level: causes Next level: what to do about it	http://www.readingrockets.org/strategies/concept_maps
Think, Pair, Share (collaborative strategy)	Model the strategy using your favourite movie. To share, students could write on a card what they consider the best one and then stick to the wall and explain why they chose it to the class. This part of the activity would be good for those who speak English as a second language or dialect as there are two people to help with the writing and you, of course. If they both speak then they have a pal with them to build confidence.	For this and more strategies http://www.readingrockets.org/strategies/think-pair-share
Demonstrating understanding through transform information for a particular audience and purpose Using technology to create a text (or practise their drawing skills)	Students choose their favourite new piece of dialogue from the ones they have written and create another text (bookmark, poster, own choice). They must decide on the audience and purpose. Perhaps each student could choose his/her preferred medium considering their progress in technology and visual arts.	
Reflection	Complete reflection sheet.	
Appropriate and timely feedback	Give students positive feedback on their ability to work in pairs. You could structure your response using the following questions: What did I see? What did I hear? What did I feel?	
	This is an activity that is quick and could be used on those days when there are interruptions – eg class photos.	

	Also a good activity for students with special needs.	

Famous quotations from children's films.

"A dream is a wish your heart makes." - Cinderella, from Cinderella

"Remember, always let your conscience be your guide." - Pinocchio, from Pinocchio

"All you need is a little faith, trust, and pixie dust." - Peter Pan, from Peter Pan

"I'm gonna hit you so hard, it'll make your ancestors dizzy." - Yao, from Mulan

"Ohana means family, family means nobody gets left behind. Or forgotten." - Lilo, from Lilo and Stitch

"It would be so nice if something would make sense for a change!" - Alice, from Alice in Wonderland

"There is no way I'm kissing a frog and eating a bug in the same day." - Princess Tiana, from The Princess and the Frog

"Hm. Teenagers. They think they know everything. You give them an inch, they swim all over you." - Sebastian, from The Little Mermaid

"Magic Mirror on the wall, who is the fairest one of all?" - The Queen, from Snow White