

LESSON PLAN 1:

TOPIC: LANGUAGE FOR THE SCREEN - REPRESENTATION OF TEENS IN FILM

CLASS: Year 10

TIME: DOUBLE PERIOD 85 MINS

VCAMAR045

Class background

- The class has already completed topics in editing and are competent in the use of Premiere Pro or Final Cut Pro.
- The Class has already complete unit in technical and symbolic elements.
- Options or variations to the task and lesson to account for diversity. Online lesson 1 page has alternative “extra activities” for advanced students or further learning: www.media-education-portal.com

Preliminary preparations: Teacher

- **PowerPoint:** “Teens in Film”- stereotypes/representations comparisons
- **Activity sheet:** Identity and Self-response Activity; “experience” and representations as starting point to reflect and explore.
Activity sheet: Comparisons of Teens in film
VCAA elaborations for VCAMAR045 “comparison of same image, event, issue and identify in different media artworks”.

Intended Unit Learning outcomes for this lesson:

1.	Identify an array of teen experiences from which to draw their own personal response.
2.	Appreciate the breath of different representations and stereotypes of teenage characters in film and other media forms.
4.	Evaluate how social beliefs and cultural context can shape representations – through the lens of American, Australian and British culture.

Learning intentions for the lesson. Students will:

- Explore and reflect on personal experiences; who are they?
Themes: self-Image, Identity, belonging.
- Explore representation and stereotypes of teens in the media.
- Examine how social beliefs and cultural context can shape representations.
- Identify the difference between personal and social representations.
- Understand the assessment task expectations.

LESSON PLAN 1: Continued

TOPIC: LANGUAGE FOR THE SCREEN - REPRESENTATION OF TEENS IN FILM

Lesson Structure/activities:

TASK	DESCRIPTION/ACTIVITY	TIME
1	Introduce the topic: for next 6-8 weeks. Group assessment at end: Making A Teen Short Film.	5 MINUTES
2	PowerPoint: "Teens in film"- stereotypes/representations comparisons	15 MINUTES
3	Activity 1: Activity sheet: Identity and Self-response Activity; "experience" and representations as starting point to reflect and explore.	15 MINUTES
	Aim: students to reflect on self-experience to help with upcoming assessment and analyse teens in film. Help to start thinking about story- telling, and identity.	
4	Activity 2: Mini-Group Activity (4 students per group) Activity sheet: Comparisons of Teens in film Aim: students to compare images in different form and identify stereotype, representation, social/cultural values connect to first impression assumptions.	20 MINUTES
5	Evaluation and report back to class	15 MINUTES
6	Hand out assessment film task and talk about quiz. Overview assessment. Think about your ideas, experience and "voice": create a teen character you would want to portray. Homework: Watch film clip <i>Mean Girls (2004)</i> , explore lesson 1 on the website www.media-education-portal.com student to prepare for lesson 2.	10 MINUTES

Pedagogical Approaches and Learning Strategies:

- Critical thinking – reference to general capabilities VCAA
- Utilising technology platform and engage in rea-world interaction
- Didactic or dialogic pedagogy – small group learning (Barnes 1975)
- Inquiry-based learning (Dewey stages: Interaction, clarification, questioning).
- Exploration of ideas (Kolb 1984) and cultural diversity (Sobel 2011)
- Socio-cultural development (Vygotsky 1978)

Resource and equipment list for teacher:

- Website:www.media-education-portal.com
- Data Projector
- PowerPoint.
- Activity Worksheets x 2: Identity and self-response, Teen comparisons in film
- Extra pens and paper and Mind Map templates

LESSON PLAN 2:

TOPIC: LANGUAGE FOR THE SCREEN - REPRESENTATION OF TEENS IN FILM

CLASS: Year 10

TIME: DOUBLE PERIOD 85 MINUTES

VCAMAR045

Class background

- Already informed about assessment task and recap on intention
- Students have completed homework, have watch *Mean Girls (2004)*. If not then watch clip in class independently.

Preliminary preparations

- Prepare film comparisons on website under “Unit Representations Teens in film- lesson 2”: www.media-education-portal.com
Mean Girls (2004)
Love, Simon (2018)
- Prep projector in classroom as film clips stream in class as a group, whole-class activity to watch the trailers and film clips.

Intended Unit Learning outcomes for this lesson:

2	Appreciate the breath of different representations and stereotypes of teenage characters in film.
3	Identify how techniques are used to manipulate and challenge (if at all) teen representations in film
4	Evaluate how social beliefs and cultural context can shape representations – through the lens of American, Australian and British culture.
5	Analyse how technical and symbolic elements portray teenage experience within film. (This include how camera techniques, editing, sound (sound rhythm), mise-en-scene. Costume and music are used to enhance or subvert/challenge experience and representation).

Learning intentions for the lesson. Students will:

- Identify codes and conventions that comprise teen film, as a genre.
- Examine how social beliefs and cultural context can shape representations: American popular culture context and institutional context of school.
- Identify the themes of the film (trailer/clip analysis) and how identity, cultural background and belonging as portrayed in these films.
- Begin to Identify how representations, stereotypes can be manipulated.
- Analyse and evaluate technical and symbolic elements utilised to portray teen characters.
- Reflect and communicate their personal response to these film comparisons. Do these films reflect your experiences as a teenager?

LESSON PLAN 2: Continued

TOPIC: LANGUAGE FOR THE SCREEN - REPRESENTATION OF TEENS IN FILM

Lesson Structure/activities:

TASK	DESCRIPTION/ACTIVITY	TIME
1	RECAP LESSION 1. Outline lesson plan	10 MINUTES
	What is teen genre film? Discuss Look at movie posters	
2	Activity 1: Watch Trailer: <i>Mean Girls(2004)</i> and <i>Love, Simon (2018)</i>	10 MINUTES
	In Groups (4 students per group) Create a Mind Map of ideas/answer around these questions: <ul style="list-style-type: none"> • How are the teenage characters represented? (First impressions) • Are there any social, cultural beliefs or viewpoint portrayed? • What are the technical or symbolic techniques are used? (mise-en-scene, costume, music, camera techniques, editing) e.g Discuss use of narration and voice/over as tool to communicate. 	20 MINUTES
2	Evaluation: Teen film. Discuss as class observation. Each group select representative to relay findings.	10 MINUTES
3	Activity 2: Clip analysis. Theme: Sub-culture and teens. <ul style="list-style-type: none"> • American culture. How are values and beliefs portrayed? • What and how are attitudes to difference, outcast, the other? • What technical or symbolic techniques are used? <i>Mean Girls(2004)</i> – popularity, class, social status, female identity <i>Love, Simon (2018)</i> - sexuality, middle class	20 MINUTES
4	Teacher: Evaluation and Summation Homework: answer question on blog site: Do these films reflect your experiences as a teenager? Why or why not	15 MINUTES

Pedagogical Approaches and Learning Strategies:

- Collaborative pedagogy
- Inquiry-based learning through questioning and dialogic learning (Vygotsky 1978)
- Differentiated learning – extra learning activities on the website for advanced students
- Growth Model of learning based on Gardner’s *Multiple Intelligence* (1993) – critical thinking
- Approach: Bloom’s taxonomy (1954) –knowledge, Comprehension, synthesis, evaluation.

Resource and equipment list for teacher:

- Access to Website: www.media-education-portal.com
- Data Projector

LESSON PLAN 3:

TOPIC: LANGUAGE FOR THE SCREEN - REPRESENTATION OF TEENS IN FILM

CLASS: YEAR 10

TIME: DOUBLE PERIOD 85 MINUTES

VCAMAR045

Class background

- Already informed about assessment task
- Have complete one class already on this subject.

Preliminary preparations

- Prepare film comparisons on website under “Unit Representations Teens in film- lesson 3”: www.media-education-portal.com
Looking For Alibrandi (2000)
Bend It Like Beckham (2001)
Beneath Clouds (2002)
- Prep projector in classroom as film clips stream in class as a group, whole-class activity to watch trailer and film clips.

Intended Unit Intended Learning outcomes for this lesson:

2	Appreciate the breath of different representations and stereotypes of teenage characters in film.
3	Identify how techniques are used to manipulate and challenge (if at all) teen representations in film
4	Evaluate how social beliefs and cultural context can shape representations – through the lens of American, Australian and British culture.
5	Analyse how technical and symbolic elements portray teenage experience within film. (This include how camera techniques, editing, sound (sound rhythm), mise-en-scene. Costume and music are used to enhance or subvert/challenge experience and representation).

Learning intentions for the lesson. Students will:

- Examine how social beliefs and cultural context can shape representations: British and Australian cultural context. Consider institutional factors.
- Identify the themes of the film (trailer/clip analysis) and how identity, cultural background and belonging are portrayed in these films.
- Identify how representations, stereotypes are manipulated using techniques.
- Analyse and evaluate technical and symbolic elements utilised to portray teen characters.
- Reflect and communicate their personal response to these film comparisons. Does these films reflect your experiences as a teenager?
- Evaluate what ethical considerations are there when representing identities, sub-cultures, groups such as Indigenous characters or ethnic specific groups.

LESSON PLAN 3: Continued

TOPIC: LANGUAGE FOR THE SCREEN - REPRESENTATION OF TEENS IN FILM

Lesson Structure/activities:

TASK	DESCRIPTION/ACTIVITY	TIME
1	RECAP LESSION 2. Outline lesson plan	10 MINUTES
2	Activity 1: Watch Trailer: <i>Looking for Alibrandi (2000)</i> and <i>Bend it Like Beckham (2001)</i> , <i>Beneath Clouds (2002)</i>	15 MINUTES
	In Groups (4 students per group): Create a Mind Map of ideas/answer around these questions: <ul style="list-style-type: none"> • How are the teenage characters represented? (First impressions) • Are there any social, cultural beliefs or viewpoint portrayed? • What are the technical or symbolic techniques are used? (mise-en-scene, costume, music, camera techniques, editing) e.g Discuss use of narration and voice/over as tool to communicate. 	15 MINUTES
2	Evaluation: Discuss as class observation. Each group select representative to relay findings.	10 MINUTES
3	Activity 2: Clip analysis. Watch Clip. Theme: Sub-culture and teens. <ul style="list-style-type: none"> • How are values and beliefs portrayed? • how are Italian and Indian culture portrayed? • What attitudes to difference? • What technical or symbolic techniques are used? • Australian vs British cultural context. What seminars to you see? Explore <i>Alibrandi (2000)</i> –female identity, class, racism, social status, ethnic identity, love story, coming-of age, outcast, Italian culture <i>Bend It like Beckham</i> – female identity, sexuality, middle class, Indian culture, women’s football. <i>Beneath Clouds</i> – Australian Indigenous teen, identity, belonging, search. 	10 MINUTES 20 MINUTES
4	Teacher: Evaluation and Summation Homework: answer question on blog site: Do these films reflect your experiences as a teenager? Why or why not PREP FOR QUIZ ASSESSMENT NEXT WEEK.	10 MINUTES

Pedagogical Approaches and Learning Strategies:

- Inquiry-based learning through questioning and dialogic learning.
- Socio-cultural development (Vygotsky 1978)
- Differentiated learning – extra learning activities on the website for advanced students
- Growth Model of learning based on Gardner’s *Multiple Intelligence* (1993) – critical thinking
- Bloom’s taxonomy (1954) –knowledge, Comprehension, synthesis, evaluation.

Resource and equipment list for teacher:

- Access to Website: www.media-education-portal.com
- Data Projector

LESSON PLAN 4:

TOPIC: LANGUAGE FOR THE SCREEN - REPRESENTATION OF TEENS IN FILM

CLASS: Year 10

TIME: DOUBLE PERIOD 85 MINUTES

VCAMAR045/VCAMAM042 combined strands

Class background

- Already informed about assessment task and recap.

Preliminary preparations

- **Respond and Interpret:** Preparation for Quiz on Zahoo. Prep log-in details for students
- **Teacher: assign students to teams for assessment task. Determine the strengths and capabilities of each student. To begin to refine their collaboration abilities and team-work skills (as per strand elaborations)**
- **Media Arts Practice:** Exercise 15- minute film shoot: prep stills camera and battery.
- **Assessment task and rubric hand out hard copy.** Show Beneath Clouds as great example of time constraint 2-3-minute scene.

Intended Unit Learning outcomes for this lesson:

4.	Analyse how technical and symbolic elements portray teenage experience within film. (This include how camera techniques, editing, sound (sound rhythm), mise-en-scene. Costume and music are used to enhance or subvert experience and representation).
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Learning intentions for the lesson. Students will:

- Analyse and evaluate how social beliefs and cultural context can shape representations: from examples in test of different cultural context
- Identify and explain how identity, cultural background and belonging shape perspectives and viewpoint in film texts.
- Analyse and evaluate technical and symbolic elements utilised to portrayed teen characters. (camera techniques, editing, sound (sound rhythm), mise-en-scene. Costume and music are used to enhance or subvert experience and representation).
- Identify ethical understanding when applying technical and symbolic elements to represent teens on film.
- Students apply technical and symbol technics to a 5 shot stills sequence.
- Develop problem-solving and collaboration skills

LESSON PLAN 4: Continued.

TOPIC: LANGUAGE FOR THE SCREEN - REPRESENTATION OF TEENS IN FILM

Lesson Structure /activities

TASK	DESCRIPTION/ACTIVITY	TIME
1	Review week 1 and 2	10 MINUTES
2	Activity 1: Quiz Kahoot test: Summative Assessment worth 20% of unit overall mark. Quiz Done in-class 30-minute time allocated. https://create.kahoot.it/share/teen-representation-in-films/3875b22a-da0b-4fef-b24c-bf2fcd64542a	30 MINUTES
3	Break	5 MINUTES
4	NEXT ASSESSMENT AND EXPECTATIONS. Teacher assigns groups for assessment task and relays team names. Recap grading. LOOK A CLIP BENEATH THE CLOUDS (2002) good example of 2 -minute scene based on shot selection and character representation, attitudes, costume.	10 MINUTES
5	Activity 2: Warm-up Exercise. Media Art in Practice Flash stills shoot: 5 shot-sequence that tell a story involving teen journey using technical or symbolic elements. Name your group. Post it on group website. Explore and create.	20 MINUTES
6	Pack up.	10 MINUTES

Pedagogical Approaches and Learning Strategies:

- Scaffold content and prepare for working relationships so each student in team can build language and ways of communicating. "Breaking the ice".
- Inclusive pedagogy – encourage all students to participate.
- Growth Model of learning based on Gardner's *Multiple Intelligence* (1993) – critical thinking
- Inquiry-based learning through questioning and evaluation – quiz let assessment
- Second half of class – flipped classroom. Students deliver 5 shot stills shoot. Upload stills sequence to webpage – technology pedagogical approach.
- Collaborative pedagogy – 5 Shot sequence exercise. In preparation for film assessment and group work.
- Bloom's taxonomy (1954) –knowledge, Comprehension, synthesis, evaluation.
- Experiential Learning (Dewey 1934 and Kolb 1984) and embodiment (Diamond 1996)

Resources and equipment list for teachers:

- Camera SLR , memory cards
- Internet access to Kahoot for students to access Quiz.

LESSON PLAN 5:

TOPIC: LANGUAGE FOR THE SCREEN - REPRESENTATION OF TEENS IN FILM

CLASS: Year 10

TIME: DOUBLE PERIOD 85 MINUTES

VCAMAM042 – Media Arts in Practice

Class background

- Students have scaffolded knowledge and understanding of technical codes and symbolic elements to portray teens in film.
- Completed Quiz assessment task.
- Students have been placed in assessment groups.

Preliminary preparations

- Assessment and rubric been issued to students – email before class to students to reconfirm last documents from last week.
- Remind students to upload stills to website under group name in **lesson 4 on website www.media-education-portal.com**.
- Print Storyboard A3 sheets for student use.
- Print Production documentation: shot list and equipment list templates available in hard copy for student use.
- See appendix for Activity Mind Map templates so students can focus on story and maximise creative voice.

Intended Unit Learning outcomes for this lesson:

6	Demonstrate an understanding of how to apply their knowledge of the technical and symbolic elements about teen film to create their own film product. (camera techniques, editing, sound (sound rhythm), mise-en-scene. Costume and music are used to enhance or subvert experiences and representation).
7	Self-evaluate on the creative process and contribution on making a media film product.
8	Collaborate as part of a film crew to create a short film and provide production documentation (including the storyboard, shortlist, equipment list).
9	State and enact ethical practices in media arts production and in teen character representation.

Learning intentions for the lesson. Students will:

- Plan and document film 2-3 film shoot – refer to assessment task criteria
- Apply technical and symbolic elements in short film: camera techniques, editing, sound (sound rhythm), mise-en-scene, costumes and music.
- May offer an alternative view, voice or perspective
- Apply ethical understanding when working in a production team and applying technical and symbolic elements to represent teens on film.
- Develop problem-solving and collaboration skills

LESSON PLAN 5: Continued.

TOPIC: LANGUAGE FOR THE SCREEN - REPRESENTATION OF TEENS IN FILM

Lesson Structure/activities

TASK	DESCRIPTION/ACTIVITY	TIME
1	Recap on lesson 4 stills sequence. Discuss as group in class. Feedback as a class group on creative task.	15 MINUTES
2	Activity 1: Students in assessment team groups: Plan. - Storyboard, shot list, equipment list templates. - Students consider limitation and rules to maximise creativity and application of technical and symbolic genre codes. Templates are in appendix and will be available at www.media-education-portal.com	60 MINUTES
3	Teacher remind class to email documents, storyboards and details for review and feedback ready for shoot day. Go over rubric again and assessment expectations.	5 MINUTES
4	Last questions regarding assessment and final equipment list ready for shoot.	10 MINUTES

Pedagogical Approaches and Learning Strategies:

- Bloom's taxonomy (1954) –knowledge, Comprehension, synthesis, evaluation.
- Experiential Learning (Dewey 1934 and Kolb 1984) and embodiment (Diamond 1996)
- Collaborative pedagogy and inclusive pedagogy – student participation. (Vygotsky 1978)

Resources and Equipment list for teachers:

- A3 blank Paper , mind map templates and production document templates.
- Refer to www.media-education-portal.com for additional tools Topic 2 filmmaking year 7-8 as foundational knowledge helpful for students.
- **Newcastle Shoot-Out** (2005-10) –exemplar from assessment method. See reference and data below of details of reason behind assessment strategy.

As Bordwell argues, rules actually enable creative choices, in that 'the artist's choices are informed and constrained by the rules and roles of artmaking. The artistic institution formulates tasks, puts problems on the agenda, and rewards effective solutions' (1997, 151).

LESSON PLAN 6:

TOPIC: LANGUAGE FOR THE SCREEN - REPRESENTATION OF TEENS IN FILM

CLASS: Year 10

TIME: DOUBLE PERIOD 85 MINUTES

VCAMAM042 – Media Arts in Practice

Class background

- Already informed about assessment task.
- Students have email teacher notes on their assessment task for feedback

Preliminary preparations

- Teacher has provided notes as feedback to each group
- Teacher has prepped equipment as per each group list ready for lesson
- Film onset protocols and OH& S briefing required.
- Teacher is ready with Observation assessment form

Intended Unit Learning outcomes for this lesson:

6	Demonstrate an understanding of how to apply their knowledge of the technical and symbolic elements about teen film to create their own film product. (camera techniques, editing, sound (sound rhythm), mise-en-scene. Costume and music are used to enhance or subvert experiences and representation).
7	Self-evaluate on the creative process and contribution on making a media film product.
8	Collaborate as part of a film crew to create a short film and provide production documentation (including the storyboard, shortlist, equipment list).
9	State and enact ethical practices in media arts production and in teen character representation.

Learning intentions of the lesson. Students will:

- Apply technical and symbolic elements in short film: camera techniques, editing, sound (sound rhythm), mise-en-scene, costumes and music
- Identify ethical understanding when applying technical and symbolic elements to represent teens on film.
- Develop problem-solving and collaboration skills
- Make short piece (2-3 minutes maximum in duration) that applies or manipulates codes, challenges conventions, and appeals to specific audience.
- Use stylistic techniques, camera techniques, music/sound, mise-en-scene.
- Must have a clear purpose, a story or underlying message and theme.
- pre-production planning and working collaborately as a team such as brainstorming notes, storyboards, shortlist, equipment list, script and other relevant documentation

LESSON PLAN 6: Continued.

TOPIC: LANGUAGE FOR THE SCREEN - REPRESENTATION OF TEENS IN FILM

Lesson Structure/activities

TASK	DESCRIPTION/ACTIVITY	TIME
1	Student arrive to class and feedback given.	10 MINUTES
2	Assessment begins – Filming begins	70 MINUTES
3	Debrief and pack up	5 MINUTES

Pedagogical Approaches and Learning Strategies:

- Flipped Classroom approach – student create, synthesis. “Doing”.
- Problem-solving and critical thinking (Dewey 1934)
- Bloom’s taxonomy (1954) – synthesis, application.
- Experiential Learning (Dewey 1934 and Kolb 1984) and embodiment (Diamond 1996)
- Collaborative pedagogy and inclusive pedagogy – student participation (Vygotsky 1978)

Resources and equipment list for teachers:

- Teacher to take notes as part of assessment on how group interacts and how student crew members work together. See template evaluation sheet Teacher’s Notes: Observations during Assessment
- **Assessment task** : Observation form for each group and students within 20% of grade

LESSON PLAN 7:

TOPIC: LANGUAGE FOR THE SCREEN - REPRESENTATION OF TEENS IN FILM

CLASS: Year 10

TIME: DOUBLE PERIOD 85 MINUTES

VCAMAM042 - Media Arts in Practice

Class background

- Students have completed film and begun editing.

Preliminary preparations

- Teacher has downloaded data prior to class so students can begin to edit.

Intended Unit Learning outcomes for this lesson:

6	Demonstrate an understanding of how to apply their knowledge of the technical and symbolic elements about teen film to create their own film product. (camera techniques, editing, sound (sound rhythm), mise-en-scene. Costume and music are used to enhance or subvert experiences and representation).
7	Self-evaluate on the creative process and contribution on making a media film product.
8	Collaborate as part of a film crew to create a short film and provide production documentation (including the storyboard, shortlist, equipment list).
9	State and enact ethical practices in media arts production and in teen character representation.

Learning intentions of the lesson. Students will:

- Apply technical and symbolic elements in short film: camera techniques, editing, sound (sound rhythm), mise-en-scene, costumes and music
- Edit their rushes from film shoot
- Consider ethical understanding when applying technical and symbolic elements to represent teens on film.
- Develop problem-solving and collaboration skills

LESSON PLAN 7: Continued.

TOPIC: LANGUAGE FOR THE SCREEN - REPRESENTATION OF TEENS IN FILM

Lesson Structure/activities

TASK	DESCRIPTION/ACTIVITY	TIME
1	Student arrive and form group. Begin editing	5 MINUTES
2	Editing	70 MINUTES
3	Final pick up shoot if required. Pack up end of lesson	10 MINUTES

Pedagogical Approaches: and Learning Approaches

- Flipped Classroom approach – student create, synthesis. “Doing”.
- Problem-solving and critical thinking (Dewey 1934)
- Bloom’s taxonomy (1954) – synthesis, application.
- Experiential Learning (Dewey 1934 and Kolb 1984) and embodiment (Diamond 1996)
- Collaborative pedagogy and inclusive pedagogy – student participation (Vygotsky 1978)

Resources and equipment list for teacher

- Teacher to take notes as part of assessment on how group interacts and how student crew members work together. See template evaluation sheet Teacher’s Notes: Observations during Assessment

LESSON PLAN 8:

TOPIC: LANGUAGE FOR THE SCREEN - REPRESENTATION OF TEENS IN FILM

CLASS: Year 10

TIME: DOUBLE PERIOD 85 MINUTES

VCAMAM042-Media Arts in Practice

Class background

- Already completed filming and editing stage.
- Final submission and screening in this lesson.

Preliminary preparations

- Preparation for group reflection and brainstorm

Intended Unit Learning outcomes for this lesson:

6	Demonstrate an understanding of how to apply their knowledge of the technical and symbolic elements about teen film to create their own film product. (camera techniques, editing, sound (sound rhythm), mise-en-scene. Costume and music are used to enhance or subvert experiences and representation).
7	Self-evaluate on the creative process and contribution on making a media film product.
8	Collaborate as part of a film crew to create a short film and provide production documentation (including the storyboard, shortlist, equipment list).
9	State and enact ethical practices in media arts production and in teen character representation.

Learning intentions of the lesson. Students will:

- Apply technical and symbolic elements in short film: camera techniques, editing, sound (sound rhythm), mise-en-scene, costumes and music
- Identify ethical understanding when applying technical and symbolic elements to represent teens on film.
- Develop problem-solving and collaboration skills
- Finish making short piece (2-3 minutes maximum in duration) that manipulates codes, challenges conventions, and appeals to specific audience.
- Present pre-production planning documents as brainstorming notes, storyboards, shortlist, equipment list, script and other relevant documentation
- Upload film onto webpage
- Self-evaluate on the creative process and contribution on making a media film product.

LESSON PLAN 8: Continued.

TOPIC: LANGUAGE FOR THE SCREEN - REPRESENTATION OF TEENS IN FILM

Lesson Structure/activities

TASK	DESCRIPTION/ACTIVITY	TIME
1	Student arrive – teacher debrief on group work progress	10 MINUTES
2	Finish editing and sound sync	45 MINUTES
3	Upload onto webpage	10 MINUTES
4	Final discussion and recap – VIEWING OF FILMS. Teacher to grade way from class.	20 MINUTES
6	self-evaluation documents required By 5pm. Moving into NEXT UNIT.	5 MINUTES

Pedagogical Approaches: and Learning Approaches

- Flipped Classroom approach – student create, synthesis. “Doing”.
- Problem-solving and critical thinking (Dewey 1934)
- Bloom’s taxonomy (1954) – synthesis, application.
- Experiential Learning (Dewey 1934 and Kolb 1984) and embodiment (Diamond 1996)
- Collaborative pedagogy and inclusive pedagogy – student participation (Vygotsky 1978)

Resources and equipment list for teacher

- Internet access
- Plan evaluation and discuss release of marks later date.
- Ensure group film are uploaded
- Take group evaluation forms and production documentation for review.