

ENGLISH AND LITERACY GENERIC CLASS ACTIVITIES USING FINN CRAGG'S RESOURCES

- First Thoughts - initial impressions
- Second thoughts - closer analysis and deconstruction
- Third Thoughts - springboard to creative interpretation

1. INTRODUCTION

You are going to see a short animation.

You will probably have a few questions about the story.

See if you can work out what's happening.

2. PLAY ANIMATION

3. QUESTIONS

Now what was that all about?

There are no names, no talking and not necessarily an obvious clear story line or plot (and resolution).

We have more questions than answers.

Who are these people?

What are they called?

Where are they?

What are they doing?

What do you think they are thinking?

There are lots of possible answers and different explanations.

But there are no right nor wrong ideas.

It's up to you to decide what's going on.

4. LOOKING FOR CLUES

And there are a few **clues** to help you when I play it again.

There are **physical clues** - actual things you see in the video like:

- the environment - what's outside the caravan
- inside the caravan - how it's decorated and furnished
- the characters - their clothes and looks

And then there are **non-physical clues**; things you can't actually see like:

- the characters' emotions and feelings
- their relationship
- what they are thinking
- how the mood is created by the colours, timing, framing, music and editing

5. REPLAY ANIMATION

Now's your chance to decide what's going on.

6. HAND OUT STORYBOARD BLANKS

Here's a storyboard of the film.

You'll see thought/speech bubbles for the characters.

Write what you think the characters might be thinking or saying.

7. FEEDBACK SESSION

- PLAY ANIMATION PAUSING AT EACH CORRESPONDING STORYBOARD FRAME.
- ELICIT VARIETY OF IDEAS FOR EACH FRAME
- ENCOURAGE WIDE VARIETY OF INTERPRETATIONS THAT HELP TO FORM DIFFERING STORY LINES

8. TAKE AWAY EXERCISE OR FOLLOW-ON SESSION

Now decide on a story that you like best and pretend you are the Narrator.

At the bottom of your storyboard write the narration - expand the story and give more details.

9. PLAYBACK PERFORMANCE

The animation is played with the sound turned down.

As a narrator - write and perform your own voice over for the animation.

Or, perform as the characters - read your own dialogue or spoken thoughts.

10. FEEDBACK

Class discussion compares the different interpretations inspired by the same vision.

11. EXTENDED ACTIVITIES

- Students create their own storyboard and narration for what happens next - their own ending.
- Students explore, discuss and or write their own back story - about the characters, their background and what happened before the animation to arrive at this point.