HRE 4M: Faith in Action Visual Essay Introductory Lesson		Grade 12 M
Culminating Activity		
Lesson 1 to be named) Lesson 2 to be named) Lesson 3 to be named)	☑ early □ middle □ late	
Curriculum Expectations		
 transforming force in relation to conserve the problem. PFV1.08 – use an experience of conserve which to view the relationship betwoentemporary culture CMV 1.02 – recognize the role of the called to transform the world CMV 1.03 – appreciate that human from wrong, and with the freedom of the problem. FLP 2.01 – realize the meaning of the problem. 	f how the People of God are called to be a intemporary culture immunity service work as a lens through ween gospel living and the values of the Church as a community of disciples are created with the ability to discern right	 Unpacked Expectations Understanding of link between building of the well, vulnerability to human trafficking and the ability of people to live gospel values and effect change Ability to use critical thinking skills; make connections and demonstrate understanding of issues; ability to synthesize material Ability to communicate information and ideas; few grammatical and spelling errors; ability to apply mechanics of visual essay Participation in the event and ability to reflect on experience
CONTEXT		
 rior Knowledge Issue of human trafficking Free the Children Campaign 	Mid- to late-semester when culminating activity is introduced	 Next Steps Research on topic Writing of script for visual essay
 Topics – Education, Family, Healthcare, the Economy, Sanitation Media concepts 		Preparation of visual (images) to complement written script
Survey attitudes about writing Discuss purposes and forms of writing Introduce visual essay form Teach media concepts — construction, beliefs and value messages, audience interpretation, media interests, medium language, style, form, techniques and conventions Collaborative Skills Large group discussions Small group research, writing, and presenting	Integration	Integration of sound to complement visual
N ANNING WITH THE END IN MIND		
Additional Expectations in Series		Evaluation

HRE 4M: Faith in Action Visual Essay

HRE 4M: Faith in Action Visual Essay Introductory Lesson

Critical Learning

- Students' reflection on writing and their beliefs and attitudes that they bring to writing tasks
- Use of meaningful forms of writing to inform audience
- Understanding of use of media concepts to persuade audience to respond to campaign

Minds On... Approximate time: xx minutes Links

Four corners activity – students respond to statement "I like writing" by standing in corner that captures their thinking. Small group discussion and recording of points to justify their position. (At end of study, reflection on attitudes toward writing will be revisited to consider why, if any, changes were made.)

In small groups, have students share what they believe are purposes of writing and then discuss forms of writing that can be used for these purposes. Use of flipchart paper to record points.

Share ideas with whole class. Teacher or a student should record class list on one sheet that might be useful as an anchor chart.

Introduce culminating activity – the visual essay. Ask students what they know about this form of text -Visual persuasive piece (What is a visual essay? Like a thesis essay, a visual essay conveys a central idea or message, but does so primarily through a series of images. A very few words/phrases may be interspersed throughout, and do play an important role in a visual essay. However, it is the non-verbal component that communicates the bulk of the message. Images may include: photographs, maps, charts, scanned drawings or sketches, and other visual media. The images and words/phrases must be thoughtfully selected, carefully ordered and presented in such a way as to convey a definite point of view. Each image and word/phrase has a specific and important reason for being included in the essay. The images, both individually and as a group, should point in a particular direction. Each word/phrase should also lead your audience toward a specific conclusion. The use of sound,, such as the reading of a script and background music also influence audience interpretation of message.

Assessment

A for L – student notes on flipchart to guide teacher in engagement of writing activities.

A for L and A as L – student sharing of purposes and forms

A for L – student responses to visual essay

Review learning expectations.

Action! Approximate time: xx minutes Assessment

Show a variety of sample visual essays (available on line — YouTube or http://download.elearningontario.ca/repository/1188620000/ENG3UPU06A02/as signment.html) that are used to inform and persuade the audience. These visual essays are mentor texts or model to help student understand the components of a visual essay. Ask students to deconstruct the mentor text by asking the following questions: What is the main message or purpose of this text? Who is the target audience? How do you know? Etc.

Once students start discussing issues such as sound effects, choice of characters, body language, the number of scene changes, explain that we will be examining the components of a Public Service Announcement, but first we must understand the Key Concepts of Media Literacy (*Think Literacy – Subject Specific Media* Resource).

- Tell them that they will be watching a commercial that asks young people to think about the choices they have made. Our focus for today is on how well these choices are presented through the use of a PSA
- View "Choose" PSA found on C-CCA website: www.cca-kids.ca
- **Post-viewing Activity:** Media Literacy focus Sight
 - 1. Draw an arrow pointing in a certain direction on the board.

 Ask students what they would do if this was all they saw when they walked into the room.
 - 2. Illustrate the universal sign for choking (hands on throat, arms crossed). Ask the students what you are trying to tell them.
 - 3. Ask students to put their hands up if they think they can explain what the term 'body language' means. Explain that

A for L and A as L

Distribute "Key Concepts of Media Literacy" found on page 4 in *TL Media*

- sometimes messages can be strengthened or enhanced by using certain non-verbal communication.
- 4. View the commercial again, without sound and ask students to watch the various facial expressions and body language that the young people use.
- After viewing, discuss the body language used in the commercial.
- 6. View the commercial again with sound and ask the students to identify how the use of body language enhanced the messages the young people were sharing. Discuss how body language: helps to strengthen a point; can create a mood; can help to express feelings.
- 7. Give students the opportunity to show each other how important body language can be. In small groups distribute scenarios (Appendix 'See What I Mean') and have students pantomime. Then ask for volunteers to pantomime them in front of the class.
- 8. In notes, have students reflect on a time when a verbal message did not match their body language. Describe what happened and how they felt at the time. Explain what they learnt from the situation and what body language would have been more appropriate.
- Post-viewing Activity: Media Literacy Sound
 - 1. Take the students on a ten minute walk outside or through the school. Tell them to bring a paper and pencil and to be very quiet as they participate in this activity.
 - 2. Explain that the task is to record every sound they hear during the ten minute walk. They are not to discuss this with their friends, as they will have time to share when they get back.
 - 3. Discuss the sounds that they heard. Ask students how much attention that they have given to all the different sounds in the school before. What have they learnt from this experience?

Metacognition – journal assessment

A of L – student responses

Assessment

Consolidation

Approximate time: xx minutes

Have students consider how they can use sight (body language) and sound to emphasize the purpose to their visual essay.

Home or Next Lesson Connection

- Students determine topics of interest for Culminating Activity and groupings are determined
- Teach writing processes (writing to learn as opposed to brainstorming, then organization; revising strategies, organization with use of a storyboard to emphasize media construction,...)
- Over the next 8 10 classes, students will collaboratively research topic to prepare findings and persuasive visual essay
- Use of story boards to help with planning and organization of visual component and integration of sound (script – voice, music, sound effects)
- Presentation of visual essay
- Use of exit slips/cards at end of each presentation
- Journal responses students discuss group interaction and learning

A as L – observation checklists during research and writing; student use of story board; collaborative revising and editing

A of L – rubric for final visual essay; student reflections on learning