

Culminating Activity

- (Lesson 1 to be named) early
- (Lesson 2 to be named) middle
- (Lesson 3 to be named) late

Curriculum Expectations

- PFV 1.05 – acknowledge that a call to faith includes a call to justice
- PFV 1.07- perceive the challenge of how the People of God are called to be a transforming force in relation to contemporary culture
- PFV1.08 – use an experience of community service work as a lens through which to view the relationship between gospel living and the values of contemporary culture
- CMV 1.02 – recognize the role of the Church as a community of disciples called to transform the world
- CMV 1.03 – appreciate that humans are created with the ability to discern right from wrong, and with the freedom to choose between them
- FLP 2.01 – realize the meaning of the intrinsic dignity of each human person, and its impact on our inherent sense of responsibility towards self and others

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

Prior Knowledge

- Issue of human trafficking
- Free the Children Campaign

Terminology

- Topics – Education, Family, Healthcare, the Economy, Sanitation
- Media concepts

Strategy

- 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

Positioning

- Mid- to late-semester when culminating activity is introduced

Integration

Next Steps

- Research on topic
- Writing of script for visual essay
- Preparation of visual (images) to complement written script
- Integration of sound to complement visual

PLANNING WITH THE END IN MIND

Additional Expectations in Series

Evaluation

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.
 5. 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

Consolidation

Approximate time: xx minutes

Assessment

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