


Asia Scope and Sequence for English

Secondary Units of Work

Engaging young Australians with Asia



Published by Curriculum Corporation
PO Box 177
Carlton South 3053
Australia

Tel: 03 9207 9600
Fax: 03 9639 1616

Email: sales@curriculum.edu.au
Website: www.curriculum.edu.au

© Commonwealth of Australia 2006

This work is copyright. It may be reproduced in whole or in part for study or training purposes subject to the inclusion of an acknowledgment of the source and no commercial usage or sale. Reproduction for purposes other than those indicated above, requires the prior written permission from the Commonwealth. Requests and inquiries concerning reproduction and rights should be addressed to Commonwealth Copyright Administration, Attorney General's Department, Robert Garran Offices, National Circuit, Barton ACT 2600 or posted at <http://www.ag.gov.au/cca>.

Disclaimer

The views expressed herein do not necessarily represent the views of the Australian Government Department of Education, Science and Training.

Acknowledgement

This product was funded by the Australian Government Department of Education, Science and Training through the Asia Education Foundation under the Grants and Awards Programme.

Written by

Lucinda McKnight

Project Managers

Richard Laurie
Jill Wilson

The author would like to thank the following people for information and advice:

Asia Education Foundation

Kathe Kirby, Executive Director
Maureen Welch, Director
Allan Goedecke, Partnerships Manager

State and Territory Studies of Asia Advisers

Kratay Visituthasart, ACT
Lianne Singleton, NSW
Jennifer Ure, NT
Marcia Rouen, Qld
Lee Grafton, SA
Jan Kiernan, Tas
Pamela Stewart, WA

Table of Contents

These Units of Work are drawn from *Asia Scope and Sequence for English* which can be downloaded from the website: http://www.asiaeducation.edu.au/public_html/scope_sequence.htm.

Originally designed to be part of the Scope and Sequence document, they have been compiled in this format as well to assist the planning of teachers in secondary schools.

Level	Unit of Work
Lower Secondary	Beyond the River Art as a Bridge between Cultures Poetry into Performance
Middle Secondary	Our Region, Our Home Floating Lives (Film Festival) ✓ Japan Diary – My Double Journal

Stage of Schooling: Middle Secondary

Learning Focus: Reading and Viewing (*Asia Scope and Sequence for English*, p. 26)

Students read and view imaginative texts from and about Asia, such as adolescent, contemporary and classical texts that explore personal, social, cultural and political issues of significance to the students' own lives. They:

- compare settings, characters and plots in different narrative traditional and contemporary genres from Asia
- identify references to texts and traditions within Asian texts that contribute to meaning
- identify techniques used to construct plot and create emotional responses when reading and viewing texts.

Students understand that texts are created for multiple purposes, and that interpretations are influenced by the knowledge, values and practices of the audience. They:

- analyse how an issue is represented in an Asian text and discuss implications and possible impacts
- discuss how experiences created in texts can help readers and viewers understand themselves and others, their own world and the wider world in particular ways.

Texts/Resources

Voices and Visions: Texts for the Senior English Classroom CD-ROM series: Indonesia, China, Japan, India

Film Asia (Curriculum Corporation, 2002)

Recent films from or about countries in Asia, available from video/DVD outlets or Cinemedia, for example:

Beijing Bicycle (China, Wang Xiaoshuai, 2001)

The trials of a Beijing bicycle delivery boy

Spirited Away (Japan, Hayao Miyazaki, 2001)

Magical *manga* about a young girl's search for her parents and one of Japan's biggest grossing films; stills from *Princess Mononoke*, an earlier film by this director, are available on the *Voices and Visions from Japan* CD-ROM.

Spring, Summer, Autumn, Winter and Spring (Korea, Kim Ki-Duk, 2004)

An elderly Buddhist monk teaches a young boy about life.

Overview

Film is an engaging introduction to other cultures, and the Access Asia resources allow students to view and read about a whole range of films to which they would otherwise not have access. Students may be entertained, moved, intrigued and persuaded while developing an appreciation for the significant cultural achievements of film artists from various countries in Asia. This unit requires students to use the Access Asia resources to review and research films for inclusion in a mini film festival. It is important that you model your own interest in film, and include some recent or current film releases among the materials students view. A selection is included in the Texts/Resources list. By including these films, you also show students that other cultures are constantly evolving, that culture is fluid and impossible to capture permanently or define precisely on a CD-ROM or in a textbook.

Duration

The practicalities of running a mini film festival will depend on arrangements in individual schools. Some students will be able to run a series of lunchtime film sessions, others could use an assembly to provide an introduction to a range of films for the whole school or a year level. How much of each film is shown will affect the duration of the unit: Some classes may show short clips from a number of films, while others may show much longer clips, depending on the time available. At a basic level, this unit could be undertaken without any involvement beyond the class, with students showing the films to each other and adapting the promotional activity. The core activities of using the Voices and Visions CD-ROMs to view and research films, conducting further research, designing and delivering a presentation and writing a reflection would remain the same.

Activities

Introductory Activity: Film Clips

1. Show students a clip from a film you think they will enjoy. Suggested films include:

- *Kuldesak* (Voices and Visions from Indonesia, Film and Television section)
- *Crash Landing* (Voices and Visions from China, Film and Television section)
- *Princess Mononoke* (Stills from the film are included in *Voices and Visions from Japan*, and the film is available from Cinemedia)
- *Sumo Do, Sumo Don't* (Stills from the film are included in *Voices and Visions from Japan*, and the film is available from Cinemedia)
- *Lagaan* (Voices and Visions from India, Film and Television section).

2. Ask students if they know where the film was made and how they know this. Did they enjoy the clip? Why or why not? Have any students seen the whole film? Why or why not? Why might it be difficult to see films from countries in Asia in Australia? Students may suggest, for example, that such films are not released in Australia, or that subtitles would put them off seeing the films. Ask why film might be a good way to learn about other cultures.

3. Ask students if they have ever attended a film festival and introduce the idea of using a mini film festival to introduce a broader audience to films from Asia.

Activity One: What's a Film Festival?

1. Brainstorm the kinds of events and activities a film festival might involve. Students may suggest:

- showing and watching films or clips
- talks about the films
- discussions about the films
- guest speakers
- opening celebration
- promotional activities.

2. Discuss which kinds of activities would be appropriate given your school's facilities, your time line and your chosen audience.

Activity Two: Selecting the Films

1. Have students work in pairs to use the Voices and Visions CD-ROMs to find out about films from Indonesia, China, Japan and India. In some instances, due to copyright restrictions, only stills, rather

than clips, are available on the CD-ROMs, but the entire films can be sourced through Cinemedia if students are interested. Encourage students to read the background material on each film and maintain individual records of their viewing (see Appendix One).

2. Show students clips from some recent or current films from Asia. Suggestions can be found in the Texts/Resources list. Students should continue to maintain their records.
3. Using their records, have student pairs prepare a short-list of suggested films for inclusion in the festival, then share their suggestions with the class, along with a rationale for including each film. The most popular films should be selected for the final class list. For a class of 30, it would be useful to select six or seven films.

PLEASE NOTE: Prior to selecting the films, it may be helpful to brainstorm some of the selection criteria with students. You may elicit, or students may suggest, that a film should:

- be suitable for the audience
- be engaging
- be of a high quality
- provide a new perspective on a country or culture
- avoid stereotypes
- be recently released
- be historically important
- be a good example of a particular genre.

Activity Three: Researching the Films

1. Have students form small groups, choose one of the selected films, and use the Internet and other resources (eg Voices and Visions CD-ROMs and *Film Asia* (Curriculum Corporation, 2002) to find out more about the film. Elicit from students the kinds of information that might be useful to them. Distribute the research guidelines (see Appendix Two) to assist them.
2. Where time permits and the films are available, students should be encouraged to watch the films in their entirety and to select clips that are meaningful for them.

Activity Four: Designing the Presentation

1. In their groups, have students design a visual and oral presentation, incorporating a clip or clips from their chosen film and including relevant background information. They should also include a map showing the film's country of origin and any relevant locations.
2. Ask students to consider what contextual activities should surround the showing of the clips. For example, depending on the audience, how should the clips be introduced? What kinds of information should be given to the audience prior to or after viewing the clips? What else could bring the presentation to life? For example, is a native speaker who has seen the film available to comment on how translation and subtitling have affected it? When should the audience be given the opportunity to ask questions about the film?

Activity Five: Promoting the Festival

1. This activity is optional, depending on the chosen audience for the festival. If promotional activities are appropriate, students could brainstorm ways to advertise their festival to the school (eg via the intranet, newsletters, posters, school radio).

Activity Six: Festival Time

1. Have students run the festival as planned, showing and talking about their films, as well as responding to questions from the audience.
2. When not actively involved, students should join the audience to watch others' presentations.

Activity Seven: Reflection

1. Have students work individually to write a reflection on how well the festival achieved its aim of introducing films from countries in Asia to a broader audience. Focus questions to assist students in their writing include:

- Which films seemed to have the most impact on the audience? Why?
- Which films were most unfamiliar to the audience? Why?
- Which films were most difficult for the audience to appreciate? Why?
- Which films generated the most interesting audience questions? Why?
- Which films provided the most insights into different cultures and increased understanding or empathy? How?

Extension Activities

1. Prepare and give a speech to open or close the film festival.
2. Write a review of the film festival for a school newsletter or magazine.
3. View and report back to the class on other films, following your avenues of interest (eg Japanese *manga* or Chinese martial arts films).
4. Write a script for a short film in one of the genres studied.

Assessment

Assessment for this unit is ongoing by monitoring class involvement and group work. Work to be specifically assessed may include research records, the presentations given during the festival and the written reflections. Appendix Three provides a sample assessment sheet for the unit as a whole, if desired. Activity Seven: Reflection can be used for self-assessment.

PLEASE NOTE: Assessment record sheets are included as samples only and are based on the *Asia Scope and Sequence for English*. You will need to adapt them in line with specific state and territory curriculum goals.

This unit has been developed as part of a set of units to support the *Asia Scope and Sequence for English*, which highlights key studies of Asia concepts and content that can be incorporated into P-10 English. The website is http://www.asiaeducation.edu.au/public_html/scope_sequence.htm.

Appendix One: Record of Films/Clips/Stills Viewed

Film title:	
Director:	Date released:
Country of origin:	
Brief description:	
Comments on potential for inclusion in festival:	
Film title:	
Director:	Date released:
Country of origin:	
Brief description:	
Comments on potential for inclusion in festival:	
Film title:	
Director:	Date released:
Country of origin:	
Brief description:	
Comments on potential for inclusion in festival:	

Appendix Two: Research Guidelines

The following are some features you may wish to consider in relation to your film and incorporate into your presentation:

- Director — his/her background, achievements, filmography
- Date — when the film was created and released, any significance of this
- Actors — their previous work, their performance in your film, comments from reviews
- Cinematography — any special features about how the work was filmed
- Plot — brief outline of story, techniques used to construct a story and create an emotional response
- Genre — place in country of origin's film history, relationship to other films in the same genre
- Culture — references to texts and traditions from the culture of origin that create meaning
- Critical reception — where the film was released, how it was received by critics, any awards
- Other special features — why you chose this film, why it is of particular interest

Appendix Three: Sample Assessment

Floating Lives Film Festival Student Assessment Record		
Name:		
Film:		
Task	Completed	Not yet completed
Worked with partner to view a range of imaginative texts from or about Asia		
Worked effectively in a small group to select and research a chosen film		
Participated in the planning and promotion of the film festival		
Worked effectively in a small group to prepare and deliver a presentation as part of the film festival		
Wrote a reflective piece demonstrating understanding that interpretations of texts are influenced by the knowledge, values and practices of audiences		
Gained an understanding of how experiences in texts can help readers and viewers understand themselves and others		

Comments: