



THE SOLID STATE PRODUCTION FOR THE SMITH FAMILY

ALICE & THE GIANT EMPTINESS

A SHORT FILM OF HOPE

LESSON PLAN

A GUIDE FOR EDUCATORS



everyone's family

Tales of the
ONE IN TEN
PRESENTED BY THE SMITH FAMILY

ALICE & THE GIANT EMPTINESS

A SHORT FILM OF HOPE



EDUCATION

Students of all K-12 learning levels will engage and identify with Alice. This short animation is an ideal classroom learning tool as it raises issues from personal growth and emotional development, to empathy and understanding through to our society and values.

ALICE & THE GIANT EMPTINESS has precise alignment with the learning outcome goals of the Melbourne Declaration on Educational Goals for Young Australians (2008). The Declaration states that the goals are 'central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives'.



GOAL 1:

Australian schooling promotes equity and excellence to:

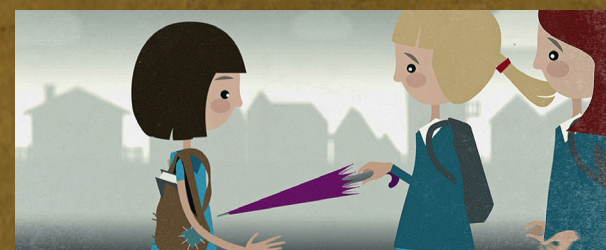
- Ensure that socioeconomic disadvantage ceases to be a significant determinant of educational outcomes
- Reduce the effect of other sources of disadvantage, such as disability, homelessness, refugee status and remoteness
- Ensure that schooling contributes to a socially cohesive society that respects and appreciates cultural, social and religious diversity.

GOAL 2:

All young Australians become:

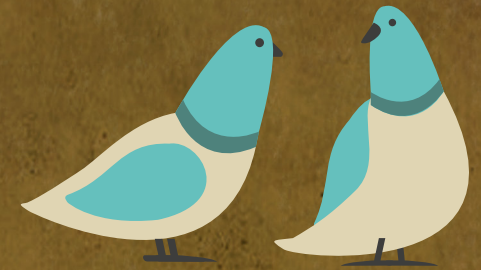
- Confident and creative individuals
- Have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing
- Have a sense of optimism about their lives and the future
- Develop personal values and attributes such as honesty, resilience, empathy and respect for others
- Have the knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives
- Relate well to others and form and maintain healthy relationships
- Are well prepared for their potential life roles as family, community and workforce members
- Embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions.

Source MCEETYA 2008



The story depicted in ALICE & THE GIANT EMPTINESS has Australian curriculum application. It has classroom relevance in the following key learning areas:

English • The Arts • Civics and Citizenship • Health and Physical Education



The Shape of the Australian Curriculum: English (2009)

4.5 Literature: 'While the nature of literary texts is dynamic and evolving, they are recognised as having personal, social, cultural and aesthetic value and potential for enriching students' lives and scope of experience.

5.7.4 Literature Strand: Students encounter a variety of literary texts, including picture books, short stories, rhymes, poems, and multimedia texts such as films, pictures and websites. Through engagement with literature they learn about themselves, each other and the world'.

http://www.acara.edu.au/curriculum/learning_areas/english.html

The Shape of the Australian Curriculum: The Arts (2010)

40. 'In media arts, students will develop knowledge, understanding and skills in the creative use of communications technologies and digital materials to tell stories and explore concepts for diverse purposes and audiences. Media arts explore the diverse cultural, creative, social and institutional factors that shape communication and contribute to the formation of identities'.

http://www.acara.edu.au/curriculum/learning_areas/arts.html

The Shape of the Australian Curriculum: Civics and Citizenship (2012)

Personal and Social Capability 57. 'Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing respectful relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively'.

http://www.acara.edu.au/curriculum_1/learning_areas/humanities_And_social_sciences/civics_and_citizenship.html

The Shape of the Australian Curriculum: Health and Physical Education (2012)

Personal and Social Capability 76. 'Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. This capability involves students in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive and respectful relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively'.

http://www.acara.edu.au/curriculum/learning_areas/hpe.html

Source: ACARA Australian Curriculum Assessment and Reporting Authority





LESSON PLAN

The following learning tasks are designed for cross-curricula purpose. They will help students understand the animation and appreciate the underlying story of childhood disadvantage in our community.

The questions become progressively more complex thereby allowing teachers and students to tailor the tasks to their appropriate learning level.

Watch Alice & the Giant Emptiness - 3:38 secs.



<http://tinyurl.com/aliceshortfilm>





LEARNING TASK A

THE STORY

1. What is the story of Alice & the Giant Emptiness about?
2. How old do you think Alice is?
3. Why does she feel a little sad at the beginning of the story?
4. Suggest some reasons why Alice's uniform is a little different to the other childrens' uniforms?
5. What do some of the children do to Alice that really upsets her?
6. What do you think about how most of the students treat Alice?
7. The teacher gives Alice a piece of paper that has an 'F' on it. Why does this make Alice feel worse?
8. One girl in the story treats Alice differently. Describe how this girl compares to the other students?
9. At first Alice does not respond to the girl who waves at her. Why?
10. How does Alice feel when she comes out of the hall? What makes her feel better?

LEARNING TASK B

UNDERLYING THEMES



1. If everyone in the story was friendly and no one was nasty to Alice, how would she feel about herself?
2. What does Alice see when she looks into the mirror? What does this tell you about how she feels about herself?
3. Think about the title of this animation. Describe what is meant by the term Giant Emptiness? What clues from the story tell you why Alice has a giant emptiness?
4. Write the story of Alice & the Giant Emptiness in your own words including comments about how Alice is feeling in each scene.
5. What does it mean when a child is regarded as being 'disadvantaged'?
6. Sometimes it is hard to notice if a person is living with some kind of hardship. List five clues that might tell you if a person at your school could be disadvantaged?
7. At the end of the story Alice changes. What is self-esteem? Explain how Alice's self-esteem changes in the story.
8. The song in the film says 'Don't give up, find the light'. Explain what is meant by these words?
9. At the end of the story we see a statistic telling us how many children live in disadvantage in Australia. Write this information down. List five types of disadvantage that can happen to young people.
10. Imagine this story has a sequel. Write a 200 word sequel to Alice & the Giant Emptiness with 'Together we can make a difference' as the title and theme.



@TALESOFTHE1N10

#TALESOFTHE1N10

WWW.TALESOFTHEONEINTEN.COM

