

THE SOLID STATE PRODUCTION FOR THE SMITH FAMILY

DAVID & THE BIG HEAVY

A SHORT FILM OF COURAGE

LESSON PLAN A GUIDE FOR EDUCATORS



everyone's family





Tales of the
ONE IN TEN

PRESENTED BY THE SMITH FAMILY

DAVID & THE BIG HEAVY

EDUCATION

Students of all K-12 learning levels will engage and identify with David. 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.

DAVID & THE BIG HEAVY 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 DAVID & THE BIG HEAVY 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 DAVID & THE BIG HEAVY - 2:30 secs.



<http://tinyurl.com/m49dd3a>

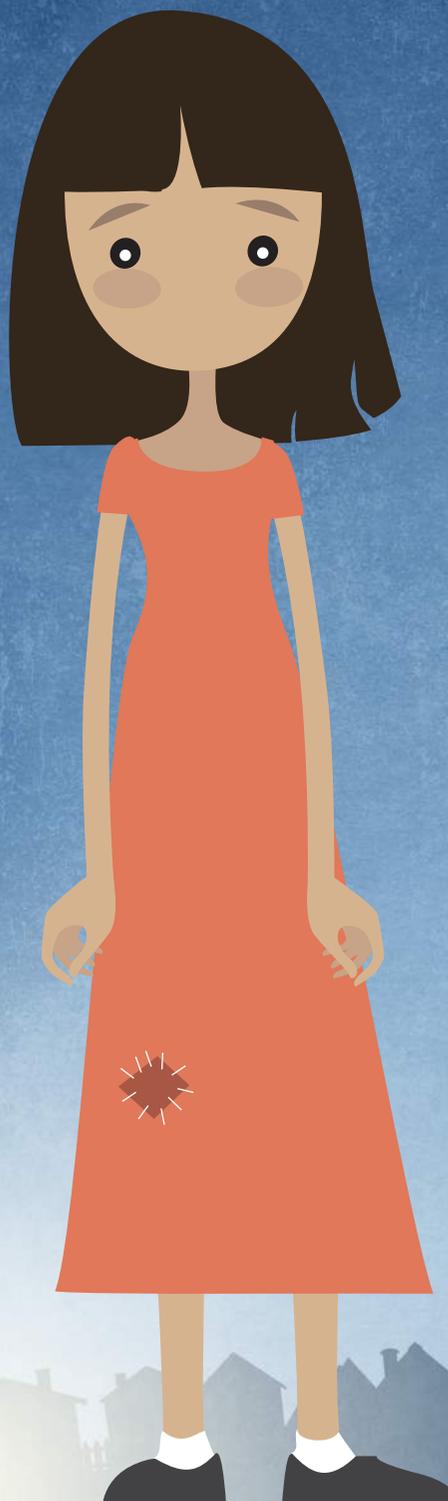




LEARNING TASK A

THE STORY

1. What is the story of David & the Big Heavy about?
2. Describe David's family. What is David's position in his family? Does this influence what is expected of him?
3. David and his family are immigrants. What does the term *immigrants* mean? Suggest three countries the family may have immigrated from?
4. At first, when David's family move in with his grandparents things are good, but then things change. Describe the feelings David feels when moving in, and then moving out, from his grandparent's home.
5. As immigrants, David and his family face challenges starting a new life in Australia. Name three challenges and the reasons why immigrants might face such challenges.
6. Life at school is not easy for David and he feels sad and alienated. Describe the actions of the students that taunt him and explain why they are so cruel. What are the consequences of their behaviour on how David feels?
7. When things get desperate David feels a sense of responsibility to help his family. What does he decide to do and what positive and negative impact does this have on his life?
8. The pressures on David grow and he suffers in every aspect of his life – emotionally, physically and academically. Describe how and why David suffers in these three ways.
9. Just when it seems life could not get any worse for David something happens that changes everything. What is it that happens and how does David's life improve?
10. With the promise of a brighter future David dreams and makes plans for himself and his family. What are these dreams and what do they tell us about the kind of person David is?



LEARNING TASK B

UNDERLYING THEMES

1. Listen carefully to David's narration and in your own words re-write the story in 2nd person including comments about how David is feeling in each scene.
2. Every year, for a variety of reasons, immigrants from around the world leave their homeland to start a new life in Australia. Although the story does not tell us why David and his family have arrived in Australia *David & the Big Heavy* is based on a true story. Suggest three reasons why the family have immigrated to Australia.
3. Feeling alone is a theme throughout David's story. Name three places in the story where we get a sense of David's isolation.
4. David's school bag is a metaphor for the issues pressuring him in his life. Though the story narrative we see that as pressures on David grow so too does his bag grow in size and weight. Draw a series of diagrams to illustrate this.
5. In the animation, when things get too much for David, the ground beneath him cracks open and he almost falls in. What does this illustration represent emotionally and why is it the climax of the story?
6. David has a lot of issues 'weighing him down' but nobody seems to notice. Sometimes it's hard to tell if someone has a lot of problems. List five clues that might tell you if someone is suffering a big heavy.
7. When children in our community are forced by circumstance to endure hardships they are often referred to as *disadvantaged*. Explain how David is *disadvantaged*.
8. Write a list of ten different ways a child in our Australian community might be disadvantaged.
9. Something happens to David he could never have imagined that changes everything. Describe what happens and how it is depicted in the story.
10. In the end *David & the Big Heavy* is a positive story about how acts of kindness benefit everyone. Imagine an alternative ending where David and his family do not receive help. Write two opposing paragraphs as alternative sequels to *David & the Big Heavy* describing David's future - one where he does not receive help and one where he receives help (as shown in the animation).

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