



# Four Weddings and a Funeral

## Disability Equality Learning Objectives

- To understand how a disabled character can be included in a non-stereotyped way and add to the plot line of a film;
- To appreciate how distorted most films are because they either stereotype disabled characters or just do not include any reference to disability, which affects 15% of humanity;
- To appreciate the filmic value of using different forms of communication, such as British Sign Language or sub-titles.

## Film Learning Objectives

- Use of non-stereotyped characters;
- Other forms of communication in films.

## Curriculum Objectives

- Media Studies – construction of a film review programme, interpreted and produced by students, to convey the above Disability Equality Learning Objectives;
- PSHE/Citizenship – a non-stereotyped approach to various films.

## Further Curriculum Links

- English – speaking and listening activities;
- Drama – producing and appearing in a simulation of a film review programme.

## Activity 1

Teaching and Learning activity	Essential notes
<p>Watch an extract from the film. Half the class lists the personality traits of Charles and the other half lists David's. Then discuss, or write a short synopsis of, how the filmmakers show the differences in the two brothers' characters.</p> <p>While watching the most suitable extracts, write as many quotations as possible to demonstrate how David's inclusion added to the humour of the film.</p>	

## Learning Outcomes

- Characterisation in a non-stereotypical style.
- The appeal of humour to the audience.

## Activity 2

Teaching and Learning activity	Essential notes
<p>Students write a short essay or give a short speech, individually or in small groups, on whether all films should automatically be sub-titled and Sign interpreted to provide access for deaf people. Give arguments for and against.</p>	

## Learning Outcomes

- Appreciate the filmic value of using different forms of communication, such as British Sign Language or sub-titles.
- Speaking and listening presentation for English or PSHE.



### Activity 3

Teaching and Learning activity	Essential notes
<p>Ask individuals to name other films where disabled characters are included in their own right, not for dramatic effect or as a stereotype. Describe the characters' roles in these films.</p> <p>Compile a Top Ten list of these films. Students write a synopsis of each to be displayed on the wall. Present the list in a 'Jonathon Ross – Film 200?' style by asking students in small groups to nominate a presenter, scriptwriter and camera person. Say it's for a 7–10-minute time slot.</p> <p>Include in the programme:</p> <ul style="list-style-type: none"><li>• a review of a scene from a film you know well that includes non-stereotyped disabled characters as an integral and essential part of the plot;</li><li>• the presentation on subtitling from Activity 2.</li></ul> <p>If possible, film these short programmes.</p>	<p>Show students an example of a TV film review programme before allowing them to complete this task. Also note the target audience of the show and the scheduling involved.</p>

#### Learning Outcomes

- Understand how a disabled character can be included in a non-stereotyped way and add to the plot line of a film.
- Appreciate how distorted most films are because they either stereotype disabled characters or just do not include any reference to disability, which affects 15% of humanity.
- Use of non-stereotyped characters.
- Deconstructing a TV programme format to convey an inclusive approach to film review programming.