



# The Hunchback of Notre Dame

## Lesson one

### Disability Equality Learning Objectives

- To understand that in the past, ignorance and superstition easily led to difference being viewed as evil or a punishment;
- To understand that in the past, physical difference was used in stories to frighten, and 'monsters' were viewed as outcasts;
- To understand that negative opinions and prejudices shape the way in which disabled people are treated by society today;
- To understand that treating people who are different as figures of fun is wrong.

### Film Learning Objectives

- To explore how fairytales portray disabled characters;

- To explore how a character is portrayed in a film story;
- To identify the use of camera shots.

### Curriculum Objectives – Literacy

- To identify words and phrases related to a character profile;
- To understand and use words and phrases related to disability in an informed way.

### Further Curriculum Links – Literacy

- Explore other traditional stories and compare, in print and on film, their portrayal of characters with differences or disability, eg *Shrek*, *Rumpelstiltskin*, *Snow White and the Seven Dwarfs*.

## Activity 1

Teaching and Learning activity	Essential notes
<p>Watch the opening scenes which describe how Frolo 'saves' the baby and consigns him to a life in the bell tower because he is a 'freak'.</p> <p>Identify the phrases/words used to establish how Quasimodo will be seen by people, eg when he first comes down from the church to the crowd.</p>	<p>It is important to discuss language used to put the issue of disability into context within the film.</p> <p>Quasimodo means 'half formed'.</p>

### Learning Outcomes

- Children understand how negative descriptions of disabled people create negative stereotypes.

## Activity 2

Teaching and Learning activity	Essential notes
<p>Watch the opening again, focusing on Frolo. Make a list of his characteristics . Focus on the lies he tells Quasimodo and others.</p> <p>Discuss the negative power of language, eg Quasimodo says, 'I'm not normal.'</p>	<p>Because Quasimodo has been told he is ugly/ deformed, he grows up to believe it and that it is a crime.</p> <p>Children could use the <b>Comparing characters</b> sheet in <u>Student handouts</u> on the bfi website: <a href="http://www.bfi.org.uk/disablingimagery?">www.bfi.org.uk/disablingimagery?</a></p>

### Learning Outcomes

- Understanding how derogatory, insulting language perpetuates and reinforces negative self-image.

## Activity 3

Teaching and Learning activity	Essential notes
<p>In the first scene, the question is raised, 'Who is the monster and who is the man?' Ask pupils to discuss: What would make Quasimodo a man? What makes Frolo a monster?</p>	

### Learning Outcomes

- Pupils have considered the difficulties disabled people face in overcoming negative images and opinions in society.



## Lesson two

### Disability Equality Learning Objectives

- To learn that disabled people have positive self images;
- To understand how society disables people through negative language and behaviour.

### Film Learning Objectives

- To understand the importance of dialogue and speech in developing character.

### Curriculum Objectives – PSHE

- To identify positive things about people and their achievements;
- To understand that people are responsible for their actions;
- To encourage children to talk about issues which affect themselves and society.

### Further Curriculum Links – Literacy

- To explore the use of positive and negative phrases;
- To gather information in list form;
- To take notes.

### Activity 1

Teaching and Learning activity	Essential notes
Having watched the film, children list all the positive attributes that Quasimodo has. Sentences could begin with, 'Quasimodo can...'	See <u>Stereotypes</u> for information on the reinforcement of negative images; and <u>History of attitudes to disabled people</u> for views of disability as a punishment from God/ something evil, encouraging society to treat disabled people badly, both on the bfi website: <a href="http://www.bfi.org.uk/disablingimagery?">www.bfi.org.uk/disablingimagery?</a>  Children could use the <b>Comparing characters</b> handout in <u>Student handouts</u> on the bfi website: <a href="http://www.bfi.org.uk/disablingimagery?">www.bfi.org.uk/disablingimagery?</a>

### Learning Outcomes

- Children understand that a disabled person's self-image can be negatively affected by other people's behaviour.
- Children learn that they have a responsibility for the way they behave towards other people.

### Activity 2

Teaching and Learning activity	Essential notes
Compare the 'Quasimodo can...' list with examples of Frolo's lies (from Lesson one).  Children turn Frolo's comments into positive statements, based on Quasimodo's talents and personality.	See <u>History of attitudes to disabled people</u> for information about the historical portrayal of disabled characters on the bfi website: <a href="http://www.bfi.org.uk/disablingimagery?">www.bfi.org.uk/disablingimagery?</a> Negative stereotypes are often perpetuated in modern films.

### Learning Outcomes

- Children understand how people are equal in terms of their rights and value within a community.



### Lesson 3

#### Disability Equality Learning Objectives

- To understand that stereotyping can lead to bullying and violence against disabled people;
- To explore how negative stereotypes in texts can be challenged.

#### Film Learning Objectives

- To understand how camera shots can be used to express viewpoint.

#### Curriculum Objectives – Literacy

- To write first person accounts;
- To compare character viewpoints;
- To explore the use of reporting styles.

#### Activity 1

Teaching and Learning activity	Essential notes
<p>Watch the Festival of Fools scene. Divide children into three groups: Group 1 imagine they are Frolo, Group 2 imagine they are Esmeralda, Group 3 imagine they are Quasimodo.</p> <p>Describe, using hot-seating, or setting up a still image of a particular moment, how a character felt/what they were thinking.</p>	<p>Encourage children to think about camera shots (eg close-up / high/low angle) to indicate character viewpoint or expression of emotion).</p> <p>See the sheet on <b>Camera shots and moves</b> in <u>Student handouts</u> on the bfi website: <a href="http://www.bfi.org.uk/disablingimagery?">www.bfi.org.uk/disablingimagery?</a></p>

#### Learning Outcomes

- Children think about the consequences of society’s treatment of disabled people.
- Children can identify forms of bullying and negative behaviour and understand that they are wrong.

#### Activity 2

Teaching and Learning activity	Essential notes
<p>Children write a first person account of their character’s experience at the Festival of Fools. Think carefully about each one’s characteristics and how each would describe their feelings and their perspective on the event.</p> <p>Accounts of the Festival could be represented in a different way eg, interviews set up with different characters as if for the evening news after the event.</p>	

#### Learning Outcomes

- Children consider the effects of people’s behaviour, comments and actions on others.

#### Activity 3

Teaching and Learning activity	Essential notes
<p>Discuss how the Festival may have been different if Quasimodo had been accepted.</p> <p>Write a new scene, either as a narrative account or in the form of a storyboard, to illustrate the changes.</p> <p>In addition, children create a list of examples of situations they could find themselves in where they may be able to change their own or other people’s behaviour towards someone.</p>	<p>You could use the <b>Storyboard</b> in <u>Student handouts</u> on the bfi website: <a href="http://www.bfi.org.uk/disablingimagery?">www.bfi.org.uk/disablingimagery?</a></p>

#### Learning Outcomes

- Children understand that they can challenge negative stereotypes and attitudes, not just in fiction but in real life.