

Better or Worse?

Lesson 1

Disability Equality Learning Objectives

- To understand that disability discrimination is an oppression like racism and sexism etc;
- To explore how a visual impairment can be understood in terms of barriers confronting blind or visually impaired people;
- To learn that a person does not want to be excluded because of their impairment.

Film Learning Objectives

- To understand that film effects can be used to simulate visual impairment.

Curriculum Objectives

- Write in list form;
- Write a first person account.

Further Curriculum Links

- To learn that it is wrong to tease someone because they have a disability;
- To recognise how behaviour affects other people;
- To use imagination to understand other people's experiences.

Activity 1

Teaching and Learning activity	Essential notes
Teach a lesson on disability as an oppression.	Use ideas from Introducing disability in class on: www.bfi.org.uk/disabling_imagery?

Learning Outcomes

- Class hold a discussion, drawing on their experience of discrimination.

Activity 2

Teaching and Learning activity	Essential notes
Watch <i>Better or Worse?</i> List moments in the film when the camera showed the action through Rachel's eyes, from her viewpoint. What 'tricks' does Rachel use to overcome the barriers of her impairment?	Discuss the use of camera to convey point of view. The film reflects the experiences of its director, Jocelyn Cammack, in dealing with her own visits to the optician and her own visual impairment. Rachel has devised strategies, such as counting, to understand how long a dive takes, or cheating in the optician's.

Learning Outcomes

- Class hold a discussion, drawing on their experience of discrimination.
- Pupils think about experiences from someone else's point of view.

Activity 3

Teaching and Learning activity	Essential notes
Choose one moment and write a description of what Rachel can see eg when she is asked to read letters in the optician's, or standing on the side of the pool looking up at the diving board. Write an account of her 'deception', how she disguises her impairment and overcomes the barriers she faces.	

Learning Outcomes

- Children understand that people with an impairment or disability want to be treated the same as everyone else and do the same things.

Lesson 2

Disability Equality Learning Objectives

- To gain an understanding of barriers which confront visually impaired people and how these can create feelings of isolation.

Film Learning Objectives

- To explore the effect of settings on a character.

Curriculum Learning Objectives - PSHE

- To learn that it is wrong to tease someone because they have a disability;
- To discuss bullying and its consequences.

Activity 1

Teaching and Learning activity	Essential notes
<p>As the class watch <i>Better or Worse?</i>, pupils concentrate on the settings in the film. Which are the two most important?</p> <p>What other settings can they identify?</p>	<p>The colours and 'feel' of the two main settings are very different, reflecting how Rachel feels about them: the warmth and comfort of the optician's and the cool, blue loneliness and expanse of the pool.</p>

Activity 2

Teaching and Learning activity	Essential notes
<p>List events which happen in each setting, eg pool – Rachel is being called and cannot see who is calling her... teacher says, 'are you deaf?!'</p> <p>Children choose an environment within/outside school and make lists of possible obstacles to a visually impaired person, eg – lunch menu written on a board, articles left lying around on the floor, steps into the playground, reading signs/ instructions.</p> <p>Devise ways to improve some of these.</p>	<p>See Word power in <u>Student handouts</u> on the bfi website: www.bfi.org.uk/disablingimagery?</p> <p>Research information from organisations such as RNIB and NCTD (National Centre for Tactile Diagrams), University of Hertfordshire, Hatfield, Herts, AL10 9AB UK website: www.nctd.org.uk</p>

Learning Outcomes

- Children have considered obstacles facing disabled people in the wider environment.
- Children have considered other people's needs.
- Children have considered practical and emotional implications.

Lesson 3

Disability Equality Learning Objectives

- To learn that disabled people are subjected to discrimination and this can take many forms;
- To learn that it is wrong to bully someone because they are different;
- To understand that bullies are often unhappy or 'different' themselves and choose victims who are obviously different in some way.

Film Learning Objectives

- Identify a character from their behaviour;
- Explore the use of close-up shots.

Curriculum Learning Objectives - PSHE

- Discuss bullying and its consequences.

Activity 1

Teaching and Learning activity	Essential notes
<p>Watch <i>Better or Worse?</i></p> <p>Ask children to pick out moments when Rachel 'hides' the fact that she has impaired vision.</p> <p>Discuss why she feels she has to hide the fact?</p>	

Learning Outcomes

- Children have identified negative feelings associated with impairment and thought about how these can be caused.

Activity 2

Teaching and Learning activity	Essential notes
<p>Watch the scene in the film when Luke and others are laughing at the blind man across the road.</p> <p>Ask pupils to describe Rachel's part in the scene.</p> <p>In pairs, pupils use 'thought tracking' to show how Rachel is really feeling when she joins in with the bullies.</p> <p>Arrange children as if in a 'still' from the film. When a 'character' is tapped on the shoulder, they say their thoughts. Try doing this for the bullies as well, to imagine what they are thinking/feeling.</p> <p>Write a list of Rachel's/the bullies' feelings. Pupils show the class their thought tracking moments.</p>	<p>It is important for children to realise that most blind people are perfectly capable of negotiating obstacles in the street and that the director has chosen to illustrate her point using this scenario.</p> <p>One child plays Rachel and 'acts out' her role in the scene. The other speaks Rachel's real thoughts.</p> <p>Children may find this scene funny, but it is important to use it as a focus for discussing why people are really laughing and what they are really feeling.</p>

Learning Outcomes

- Children understand that it is wrong to laugh at someone because they are different in any way.
- Children understand that laughing at someone's disability or impairment is wrong.

Activity 3

Teaching and Learning activity	Essential notes
<p>Watch the scene with the blind man again. List words to describe Luke's behaviour and character.</p> <p>When do you see a close-up shot of Luke, and what does this tell you about his character?</p>	<p>Close-up shots are used in <i>Better or Worse?</i> to focus on people's faces and show emotions, eg when Luke is feeling scared on the diving board; and to show isolation, eg when Rachel is in the swimming pool or looking through the railings.</p>

Learning Outcomes

- Children understand that visually impaired people are capable of everyday tasks and actions but are sometimes disabled by the environment and people's attitudes.
- Children understand that bullying is unacceptable.
- Children have identified possible causes of bullying behaviour.

