



Blind Sensation

Lesson 1

Disability Equality Learning Objectives

- To know that filmmaking as a visual medium can be used to simulate visual impairment;
- To know that this may not be a very accurate portrayal of the experience of visual impairment.

Film Learning Objectives

- Appreciate use of angles and close-up;
- Appreciate use of sound.

Curriculum Objectives – Literacy

- Reading – identifying ideas;
- Writing – explain, describe, narrate.

Further Curriculum Links – Citizenship/PSHE

- Citizenship
- Biology – human anatomy: how the eye works.

Activity 1

Teaching and Learning activity	Essential notes
<p>Whole class lists benefits of watching a film a) at the cinema b) at home.</p> <p>List the negative side of viewing film at the cinema and then at home.</p>	

Learning Outcomes

- Recognising the differences when viewing a film in the cinema or at home.

Activity 2

Teaching and Learning activity	Essential notes
<p>Before viewing the film, ask the class to focus on how the images may reflect the emotions of the person in the film.</p> <p>Show the film. The class feeds back how the images portray the emotions.</p>	

Learning Outcomes

- To focus on the visual elements of the film while viewing.
- To understand the style of the film.

Activity 3

Teaching and Learning activity	Essential notes
<p>Define the camera angles and types of shots for the class.</p> <p>Students watch the film again. Half the class notes the types of shot used, the other half notes camera angles.</p> <p>The class discusses the notion that the quirky camera work seeks to establish a sense of visual impairment. Does it work?</p>	<p>It could be helpful to give students the Camera shots and moves sheet in the <u>Student handouts</u> on the bfi website: www.bfi.org.uk/disablingimagery?</p>

Learning Outcomes

- Learning film terminology to define camera angles and types of shot.
- Applying this knowledge to the film.



Lesson 2

Disability Equality Learning Objectives

- To understand that a personal narrative can be much more powerful than the visual medium alone in describing disabled people's experience;
- To know that visually impaired people can feel empowered by taking control of their environment.

Film Learning Objectives

- Appreciate use of sound in this film.

Curriculum Objectives

- Writing objectives – explain narrative – reflective writing;
- Reading objectives – identify main ideas.

Activity 1

Teaching and Learning activity	Essential notes
Recap the narrative of the film and write a brief outline of what happens. Watch the film again and note key points of the narrative.	

Learning Outcomes

- Fulfilling writing objectives to recount a narrative – explain, describe and narrate.
- Developing the skill of note-making while viewing a short film.

Activity 2

Teaching and Learning activity	Essential notes
Play the film again, without the image, and listen to the narrative. Ask the class to write a diary entry in role as the main narrator in the film, who writes about what has happened.	If it's difficult to separate the sound and image, turn the TV monitor away from the class to play the film. Make sure the writing is written in the first person; refers to the disability; gives a personal response to the experience.

Learning Outcomes

- Fulfilling reading objectives of identifying the main ideas.
- Appreciating the personal narrative.
- Informing about the experience of the narrator in the film.

Activity 3

Teaching and Learning activity	Essential notes
Review the film by suggesting whether it does allow the audience to appreciate the disability or not.	Pupils could use the Film review sheet in <u>Student handouts</u> on the bfi website: www.bfi.org.uk/disablingimagery?

Learning Outcomes

- Reflective writing.



Lesson 3

Disability Equality Learning Objectives

- Understand that things like raised-bump road crossings, Braille, audio tape, different-sized coins or bank notes, are adjustments for blind and visually impaired people.

Activity 1

Teaching and Learning activity	Essential notes
<p>Concept map how the environment is adapted to suit disabilities.</p> <p>Show extracts from the film to demonstrate how the environment is adapted.</p>	

Learning Outcomes

- Fulfil the Disability Equality Learning Objectives.

Activity 2

Teaching and Learning activity	Essential notes
<p>Analyse film posters and note the conventions:</p> <ul style="list-style-type: none">• Layout /style• Image• Colour• Text• Graphics• Characters <p>Create a poster for the film <i>Blind Sensation</i>, and also to show how the environment is adapted for visually impaired people.</p>	

Learning Outcomes

- Understanding of film poster conventions and styles, using the conventions learned when deconstructing film posters.