

Cathy Come Home: Key Stage 3 lesson plans

Lesson 1: Introducing the drama *Cathy Come Home* and issues that are raised.

Lesson 2 & 3: Plan and hold a formal debate on a housing issue.

Lesson 4: Investigate, plan and make a TV trailer.

Cathy Come Home and Citizenship objectives Key Stage 3	1	2	3	4
1a: The legal human rights and responsibilities underpinning society, basic aspects of the criminal justice system.	●	●	●	●
1b: The diversity of national, regional and ethnic identities in the United Kingdom and the need for mutual respect and understanding.	●	●	●	
1d: The key characteristics of parliamentary government.		●	●	
1f: The work of community-based, national voluntary groups.	●	●	●	●
1g: the importance of resolving conflict fairly		●	●	
1h: the significance of the media in society	●	●	●	●
2a: think about topical political, moral, social and cultural issues by analysing information and its sources	●	●	●	●
2b: justify orally a personal opinion about such issues	●	●	●	●
2c: contribute to group and exploratory class discussion	●	●	●	●
3a: use the imagination to consider other people's experiences and be able to think about, express and explain views that are not their own	●	●	●	●
3b: negotiate, decide and take part responsibly in school based activities		●	●	●
3c: reflect on the process of participating	●	●	●	●

Media literacy objectives				
See a range of FVT that both consolidates and extends existing viewing experiences	●	●		
Through analysis and practical activity, explore ways in which small editorial changes can affect meaning				●
Investigate a topic using FVT text.	●	●	●	●
Watch and discuss sequences.	●	●	●	
Look at and discuss publicity material for films and have opportunities to make trailers etc.				●

Lesson 1: Introducing the drama *Cathy Come Home* and issues that are raised.

Resources

General

TV and DVD player

DVD *Cathy Come Home*

(It is essential that you watch this film before presenting it to the class, as there are issues that may upset some pupils.)

Development

Use the following web links for further information about travellers:

<http://tash.gn.apc.org/trav1.htm>

<http://www.gypsy-traveller.org/>

<http://www.travellersaidtrust.org/>

<http://www.travellerslaw.org.uk/>

<http://www.traveller-art.co.uk/#hold>

Starter

Without introducing it watch *Cathy Come Home* up to the wedding scene.

- Ask pupils when they think the film was set and made?
- Does it look dated? What makes it look dated?
- What issues does it raise about dating and marriage in general at this time?
- What sort of atmosphere has been created? And, what might happen next?

Modelling

Continue to watch the film until the eviction scene (with the furniture piled out into the street).

Discuss:

- What social issues are being raised by this film?
- What did you find out about life in 1966?
- Did anything surprise you?

Development

Explain that at the time it was made, this programme was a new style of TV drama. It was the first time that TV drama was filmed outside the studio with hand held cameras. Even though this is fiction, its style makes it seem like a documentary, often described as 'social realist', in that it is about the lives of real people and uses voice-overs. When it was shown on TV it gained a massive 25% of the total audience. Questions were asked in the Houses of Parliament based on this programme and that it helped to launch the housing charity, Shelter.

- Why do pupils think that all of these things happened?

Watch the next sequence to the end of the scene with the Travellers' caravan. It portrays travellers in a very positive light, which, in present day media, is not always the case. It should spark some interesting discussion in that Cathy gets a more positive experience from the travellers than she does from the authorities.

- Discuss what it shows about Travellers.
- Ask them to compare this scene with what they know of Travellers today. Explore the distinction between what the media tells us and the reality.

Plenary

Discuss:

- What have you found most effective about this drama?
- What have you found most upsetting?
- Are any of these problems still prevalent today?

Homework

Students could:

Find out what TV programmes get high ratings. (Most newspapers report these figures.)

Write a list of notes suggesting the reasons for these programmes' popularity.

Extension

Watch the rest of *Cathy Come Home*.

Analyse the 'Grandad' scene for effective use of camera, editing etc.

Lessons 2 & 3: Plan and hold a formal debate on a housing issue.

Before this lesson you need to identify a local housing issue to be the focus of a class debate. (For example, the building of new houses, the fact that a significant number of local houses are holiday homes, the building of sheltered accommodation close by etc; if there is not a relevant local issue then take a national one such as people sleeping on the streets or new construction on green-field sites). Either research the issue yourself, and provide pupils with a summary of it, together with newspaper articles, recordings of local television coverage, etc, or ask pupils to do so for homework before the lesson.

ResourcesGeneral

TV and DVD player
DVD *Cathy Come Home*

Modelling

Instructions on how to hold a debate from:
www.britishdebate.com/
Research materials on selected topic

Starter

Watch documentary on housing problems in 1935, provided on DVD as an extra feature, filmed 30 years before *Cathy Come Home*.

- Discuss what changed between the 1930s and the 1960s and between the 1960s and the present.

Modelling

- Explain that proposed laws are debated in Parliament before they become Acts.
- Run through how to do a debate in the parliamentary style.
- Announce the subject of the debate and hand out research materials.
- Allocate key roles, for and against the proposals
- Pupils research housing issues.

Development

Hold the debate.

Plenary

Vote on it.

Discuss:

- Is this a good way of deciding issues in a community?
- What are the pros and cons of this process?

Extension

Divide the class into four groups:

- Group 1 films the debate and makes a short news feature about it.
- Group 2 writes a news report for a newspaper about it.
- Group 3 prepares a radio broadcast about it.
- Group 4 takes photographs and produces a visual representation of the two sides of the argument for display.

Lesson 4: Investigate, plan and make a TV trailer.**Resources**General

TV and DVD
Video or digital recording of a TV or film trailer (also available on the internet)
DVD *Cathy Come Home*

Development

A4/A3 plain paper for storyboarding.

Starter

- Introduce the idea of film and TV trailers and discuss what they are for.
- Watch the trailer through once, and then watch again while students make notes on shot lengths, shot types, types of scenes they use, music, voice-over etc.

Modelling

- Discuss and mind map ideas on the board: what are the conventions of a trailer?
- Tell students that *Cathy Come Home* is to be shown on TV again and, in groups of four, they are to produce 30 second a trailer that is will attract a wide audience.

- What ideas do they have for the trailer? What might work for an audience today? 'What are the problems likely to be?
- They may need to watch the programme again, or you could provide a summary of the key sequences from which they can choose.
- Groups plan the trailer, brainstorming ideas, making a list of the main highlights the trailer could include, then writing a shot list and script.

Development

Depending on the amount of time you have and the technology you have available, either storyboard the trailer, or create it using iMovie or a similar simple editing programme.

Plenary

Have groups present their trailers and ask the class to feedback on the strengths and weaknesses of each.

Extension

Plan a presentation for assembly.
Produce a press pack to go with the trailer.