

A Grand Day Out (dir. Nick Park, 1989)

Lesson by Michael Aitchison, Teach First

English
Key Stage 4

In this lesson, students consider and explore the notion of Britishness, and how it applies to their lives. This leads to a comparison of the idea of Britishness presented in the animation *A Grand Day Out*.

The students will then critically read the text, and reinterpret it to match more accurately with their own view of what it means to be British in the 21st century.

Lesson Objectives

- To identify what Britishness means to young people in the twenty first century.
- To apply this definition of Britishness to *A Grand Day Out*.

You will need...

A Grand Day Out
DVD
A3 paper and
coloured pens

Curriculum Links

- Read in different ways for different purposes, summarise and synthesise ideas and information, and evaluate their usefulness for particular purposes
- Draw on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation To identify and interpret themes, ideas and information

Activities

TRAILER: Great Britain 2014

In pairs, students are given A3 sheets of paper on which to construct a mind map about Britishness in 2014. Students are told that this should represent THEIR views as young people, not what they think the "correct" answer is.

MAIN ATTRACTION: A Grand Day Out

Students are then shown the film, and asked to create a new mind map about the concept of Britishness as presented in the film. This leads onto a class discussion about the similarities and differences between their own view of what it means to be British, and that presented by the film. More able students will then be able to consider whose idea of Britishness is being presented by the film, and who it could actually apply to.

END CREDITS: A Grand Day Out 2014

Students are tasked in groups to redesign *A Grand Day Out* for an audience of their age group. Ask them to consider plot, characters, and advertising such as posters and a marketing campaign for their redesign.

Key questions:

- What will their peers respond to in a portrayal of Britain?
- How can the film be made to appeal to a broad range of teenagers across Britain?
- Might teenagers in Scotland, Wales, Northern Ireland and England share the same views of Britishness?
- And by extension, how can the film be designed to appeal to different and diverse groups across Britain?

Extras

Other Ideas

Ask students to be more inventive with IT facilities to create promotional material for their reimagined take on the film.

Read and watch here doesn't make sense – might be worth getting the students to read this tour before starting the exercise:
<http://www.screenonline.org.uk/tours/britishness/tour1.html>