**Post-Activities Grade 1: Home**

In the weeks following the movie…

|  |  |  |
| --- | --- | --- |
| **Grade** | **Curriculum Expectations** | **Activities** |
| 1 | **Social Studies A.1 Unit: Heritage and Identity: *Our changing Roles and Responsibilities*** **1.1** describe how and why a person’s roles, relationships, and responsibilities may change in different places or situations and at different times**1.2** describe how some significant events in their lives (e.g., the birth of a sibling, starting school, moving to a new home, getting a pet) led to changes in their roles, relationships, and/or responsibilities**1.3** compare some of the significant events in their own lives and/or the lives of their family members with those in the lives of their peer**1.4** describe the impact that people can have on each other in some different situation**The Arts: *Visual Art*** **D1.1** create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences**D1.2** demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic**D1.4** use a variety of materials, tools, and techniques to respond to design challenge***Drama*****B1.1** engage in dramatic play and role play, with a focus on exploring a variety of sources from diverse communities, times, and places**B1.2** demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played**B1.3** plan and shape dramatic play by building on the ideas of others, both in and out of role**Language: *Media Literacy*****1.1** identify the purpose and intended audience of some simple media texts (e.g., this movie tells a story to entertain children; this sign gives information to travellers)**1.3** express personal thoughts and feelings about some simple media works (e.g., state whether they like or dislike a character in a cartoon, song, or movie; draw a picture of the character in a song)**3.4** produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g.,• a sequence of pictures and/or photographs that tells a story• an enactment of a scene about a character from a favourite movie) | **Social Studies/ Media Literacy Language: Activity One: Post-Movie Discussion Question****\***Have a discussion with students to complete the KWL chart—what have they learned after the movie? Use the discussion questions to guide the discussion as well as any other questions you might think of **Activity Two: Creating Home**The movie was called “Home,” Boov’s idea of what “Home” is changed through the movie—where did he think was “Home” at first? Where did “Home” end up being at the end? Why?Students will create a picture or creation of what “Home” looks like to them—think of who needs to be there to make it home, what it looks like, etc. Option 1: Students could do a large picture on manilla paper of their ideas of home: \*using pencil crayons\*crayons\*paints\*pastels\*or a combination of any of the following aboveOption 2: Students can create their home using different classroom materials to create a lifelike, 3D project, using any of the following: \*plasticine\*pipe cleaners\*popsicle sticks\*pompoms\*paper\*glue\*scissors\*paint\*cardboard Students can present their work at the end and give other students a chance to ask questions about why they chose to include certain things and/or have a full class gallery walk to observe their peers work. **Activity 3: Travelling to a Strange Planet**Students will brainstorm some ideas of what they might encounter if they were to travel to strange planet like Boov did in Home. They should think of who they might meet, what the environment will look like, traditions of the inhabitants of the planet, what ways it is different or the same as their home. Get students to fill out the **Five Senses Brainstorm** this is a great way for them to visualize their surroundings in the new planet. Option 1: Students create a “comic” based media text, where they have a series of pictures with few words to describe what is happening in each strip of their comic. Option 2: Students will act out a scenario from what they have brainstormed—they can do this individually, in pairs, or in small groups. If they are not familiar with the elements of Drama they will need some coaching to properly adopt the role they are playing. |