



The Girl From Tomorrow Education Resources



3 Curriculum Activities

based on the

The Girl From Tomorrow
TV Series/Telemovie

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Summary of *The Girl From Tomorrow* Curriculum Activities

1. Girl From Tomorrow - Alana's Journey (P.3)

Resource Description

Students explore the narrative structure, production elements and characters in the telemovie *The Girl From Tomorrow*.

Year Level: [Middle Primary \(4-5\)](#), [Middle Years \(5-9\)](#) Curriculum Study Areas: [English](#),
[Humanities and Social Sciences](#), [Media Arts \(The Arts\)](#)

2. Girl From Tomorrow – Friends and Foes (P.7)

Resource Description

Students explore issues arising from future technologies, friendships and good versus evil in *The Girl From Tomorrow* telemovie.

Year Level: [Middle Primary \(4-5\)](#), [Middle Years \(5-9\)](#) Curriculum Study Areas: [English](#),
[Humanities and Social Sciences](#), [Media Arts \(The Arts\)](#)

3. Girl From Tomorrow – Introduction to Genre (P.11)

Resource Description

Students learn about different fiction genres in television, film and books, focusing on the codes and conventions of drama, SF and fantasy in the telemovie *The Girl From Tomorrow*.

Year Level: [Middle Primary \(4-5\)](#), [Middle Years \(5-9\)](#) Curriculum Study Areas: [English](#),
[Humanities and Social Sciences](#), [Media Arts \(The Arts\)](#)



Alana's Journey

Program:	The Girl From Tomorrow
Year Level:	Year 4 to Year 8
Curriculum Study Areas:	English; The Arts; Humanities and Social Sciences
Themes/Topics:	Genre; Narrative Structure; Film Language
Description:	Students explore the narrative structure, production elements and characters in the telemovie The Girl From Tomorrow
Resources:	The Girl From Tomorrow, telemovie Other: Spellbinder Series Quest Beyond Time telemovie Winners Series

Lesson plan:

The Girl From Tomorrow is an exciting science fiction (SF) feature length telemovie that combines fantasy, action and drama.

Teachers are encouraged to select from and adapt learning experiences to meet the needs and interests of their students and the time available

Genre and setting

The settings selected by filmmakers help a viewer to understand the type of story or genre they are viewing. Often genres will draw upon a typical setting, for example, a horror story may be set in a deserted castle on a dark stormy night; a romance may be set on a tropical island with swaying palm trees and a sunset. The setting provides information about the place and time and helps to create atmosphere.

As a class, brainstorm the key elements of the settings used in The Girl From Tomorrow. Discuss how each setting helps the filmmakers to tell the story.

Alana's world

Re screen the opening sequence of The Girl From Tomorrow without sound, up to the part where Tulista enters the time capsule, to find out how Alana's world is represented. What settings have the filmmakers selected? Compare outdoor and indoor locations. What props are used in each set? You may need to use the freeze-frame function to enable closer observation of all details.



You might provide questions similar to the following to guide students:

- How would you describe this location? What are the key elements?
- How have the sets been designed? What colours and objects have been selected?

Look for the details. How do the styles and colours give clues about genre and the time period or era?

- How have the filmmakers used the camera to give us information, for example, when have they selected long shots, medium shots, close-ups, low or high angle shots to provide general information or specific details? Why do you think they have selected particular shots?

Play the sequence again but this time darken the screen so that sound is the only clue to the story. Have students listen carefully to the different elements they can hear, for example, music, silence, sound effects, and background noise.

Once again, you might provide questions to guide students:

- Does the soundtrack include music? If so, what style is it? What meanings (moods/atmosphere) does it create?
- What sound effects can you hear?
- Is silence used at all?
- Make a list of words to describe how Alana's world might be.

Encourage individual students to record what they see and hear, then share information as a class.

Jenny Kelley's world

Screen the sequence showing Alana's arrival in Jenny Kelley's world up to the part where the two girls return to the rubbish dump, first without sound and then without images. Using the guidelines above, once again record what is seen and heard during this sequence. How is Jenny Kelley's world represented?

As a class discuss why the filmmakers may have chosen to represent the two worlds in this way.

Using a story map to represent plot

The plot of a film as a narrative usually tells you the story through a series of events made up of complications and resolutions. There is often a climax or a series of climaxes as the story builds to an important moment. Finally, the plot has an ending or a resolution.



Story map

In small groups create a story map plotting the journey Alana takes. On the story map indicate times and places where events take place. Label each event, and add character names and sentences explaining how various characters contributed to the occurrence of that event.

As a class, share and discuss the different ways students interpreted the story. List the complications identified by students and explore how characters contributed to the resolution of each complication. Discuss the ending of the telemovie.

- Was the ending as you expected? Why or why not?
- How did your understanding of the genre contribute to this?
- Was the ending final?
- Did you find the ending satisfying? Why or why not?

Character development

Characters are established in a film or TV show through a number of production elements including acting, costume, make up, props, and through characters' relationships with other characters. Work with a partner to complete the [Worksheet](#) as you analyse the codes and conventions used by the filmmakers to create two or three key characters from The Girl From Tomorrow.

Character report card

Select one of the characters you have analyzed and write a report card for that character. Your report card needs to include a comment about each of the following aspects:

- **Believable:** Is the character realistic to the viewer? Comment on how this has been achieved or could have been better achieved.
- **Characterization:** How have the filmmakers created the character? e.g. use of dialogue, action, relationships or interactions with other characters, or by creating contrast with other characters.
- **Character development:** Does the character change in any ways during the film? Provide some examples and explain the effect of the changes.
- **Viewer response:** What feelings do you (the viewer) have for this character? How have the filmmakers created these feelings?
- **Importance to the plot:** Explain how the character contributes to the story? What part does he or she play in key events or action? Does conflict occur between the character and other characters? How or why is this element/event important?

Each of the characters in The Girl From Tomorrow has strengths and weaknesses. Have students work in pairs or triads to identify strengths and weaknesses for key characters and discuss how strengths and weaknesses of key characters play a part in Alana's journey. Refer to the story maps created earlier. Write several sentences that sum up each main character's role in helping the plot to move forward.

As a class, discuss student ideas about the part various characters played in Alana's journey, then jointly construct a paragraph summarising key elements of the plot including references to roles of characters and character development.



The Girl From Tomorrow

Name: Date:

Character	
Acting e.g. How does the actor convey the personality of the character?	
Costume	
Make-up	
Props	
Dialogue e.g. What does the actor say to other characters? How is the dialogue expressed?	
Relationships with other characters e.g. What type of relationship does the character have with other characters? How do you know?	



Friends and Foes

Program:	The Girl from Tomorrow
Year Level:	Year 4 to Year 8
Curriculum Study Areas:	English; The Arts; Humanities and Social Sciences
Themes/Topics:	Heroes; Growth and Development; Change
Description:	Students explore issues arising from future technologies, friendships and good versus evil in The Girl From Tomorrow telemovie.
Resources:	The Girl From Tomorrow, telemovie Other: Spellbinder Series Quest Beyond Time telemovie Winners Series

Lesson plan:

The Girl From Tomorrow is an exciting science fiction (SF) feature length telemovie that combines fantasy, action and drama.

Teachers are encouraged to select from and adapt learning experiences to meet the needs and interests of their students and the time available.

Exploring Themes/Issues/Concerns in The Girl From Tomorrow

While most films tell a story that filmmakers hope viewers will find entertaining, they are usually also hoping to encourage viewers to think about or explore themes or issues. What themes or issues do you think the filmmakers might be exploring in The Girl From Tomorrow? Class discussions and activities about the ways in which various characters demonstrate loyalty, trust, friendship, and heroism may assist students to explore themes or issues in relation to The Girl From Tomorrow.

Mind power

In The Girl From Tomorrow the 'Transducer' is a powerful device commonly used to focus the power of the mind in order to levitate objects, heal wounds and for other various purposes. The transducer looks like a headband with a crystal on it. Have students provide examples from the film to help describe the purposes and the powers available via the transducer.

In the film, Alana is being trained to use the power of the transducer effectively when she is kidnapped. Alana is learning that she must learn to control her emotions in order to use the transducer effectively. Without training in controlling one's thoughts the transducer will destroy objects by blowing them up. As a class, discuss the messages you think the filmmakers may wish to convey to viewers by including this prop in the story?



(Intertextual references: Have you seen (film) or read (books) of any similar situations employing the devices that create illusions or change the state of objects?)

Friendship

Alana has a computer companion, known as PJ. This companion is a wrist computer that looks like a wristwatch or bracelet. PJ can tell you the correct time, offer suggestions or advice, make calculations and project holograms and will even have a conversation with you. Interestingly PJ expects good manners, and will not operate unless you are polite. PJ is also able to communicate with other electronic devices or computers and even override them.

Discuss the concept of friendship. What type of feedback do friends give one another about manners and other behaviours? How do friends help you to 'fit in'? Would you prefer feedback about yourself from a human companion or a computer companion? Would a companion like PJ offer the same qualities as a human friend? Why or why not?

Have students sketch their own 'wristwatch computer companion'. They will need to consider design elements, functions and features. Ask them to label their design and add any warnings required to ensure safe usage.

Good versus evil

Silverthorn drives a limousine with the numberplate 'NEW 666'. Many people consider 666 to be the devil's number. Why do you think the filmmakers selected this numberplate? What sort of meaning does it have for you? If Silverthorn represents the devil or evil in some way, who are the characters that represent good in this film? What messages do you think the filmmakers would like viewers to gain about good and evil?

Roles and male/female prejudice

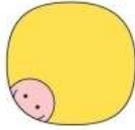
The head of the world council in Alana's world is Arva. What messages do you think the filmmakers would like to convey to viewers about prejudice and discrimination by selecting this actor to play this leadership role? Who are the heroes and who are the villains in *The Girl From Tomorrow*? What types of roles have been given to women compared with men, children compared with adults? Compare these choices with other films made in the 1990s.

Was it common for women or children to have lead roles and to be the heroes or leaders? How does this compare with films made more recently?

Journey to self-awareness

Alana, the main character in *The Girl From Tomorrow* is involved in a journey. Refer to the story map created earlier to describe physical aspects of Alana's journey. Alana also undergoes an emotional journey, making discoveries about herself along the way.

Create a class graffiti board using butcher paper to write words and phrases describing aspects of her physical and emotional journey, for example,



...travelled back in time in a time capsule, crash landed in an unknown time and place, felt uncertain, had to learn new ways, relied on others, needed to outsmart Silverthorn, made new friends, trusted in others, overcame obstacles, understood meaning of loyalty.

Creating your own Science Fiction journey

Imagine you have been kidnapped and find yourself in Alana's time capsule. You crash land and find yourself in the next century. Use an A4 page to brainstorm words and phrases that describe aspects of your journey, from the time you land until when you return home.

Write the introduction to a novel or screenplay based on your journey. You may draw on the words and phrases you have brainstormed. Find ways to capture the attention of your audience. Read your work aloud and compare the elements of the science fiction genre included in one another's work.

Investigate

The people from Alana's time wanted information about a disaster that almost destroyed the entire planet so they invented the time capsule to allow them to travel back in time. The Time Capsule is a time exploration machine that looks like a huge plastic dodecahedron. On board is an artificial intelligence computer that holds history and knowledge from the year 3000. To travel back through time, the capsule begins turning slowly, getting faster and faster. Soon a blue field is created around it and it explodes, crash landing into the selected time.

Use books, the Internet and other resources to find out as much as possible about time and the measurement of time. Investigate whether it will ever be possible to travel back or forward through time. This could become an extensive enquiry-based project. Include strategies for assessment. Perhaps negotiate a Rubric for the class to include particular genres such as reports and explanations.



Reflect and review

Have pairs of students write a film review about The Girl From Tomorrow. Encourage students to explain how the telemovie is successful in using elements from various genres, giving examples to support their ideas. Encourage students to also criticize elements that they believe do not work well, giving evidence and reasons.

The following framework may help students to structure their reviews.

Introduction	<p>Introduce the film and the filmmakers. Include information such as the title, director, year of production, and length of the film.</p> <p>Also introduce the main actors and their characters and provide a short summary of the plot.</p>
Development	<p>Use examples from the film to comment on whether the plot seems believable; your opinion about the quality and believability of the acting for each of the main roles; the skill of the director in creating sets that support the plot, atmosphere through use of make-up, props, visual and sound effects and his or her direction to assist the actors to convey their roles convincingly. You might also comment on the way the editing enhances or detracts from the film.</p>
Conclusion	<p>Sum up your views by providing an overall opinion about the merit of the film. Would you recommend it to others? Why or why not? Who would enjoy it? Why would they enjoy it?</p>

References

Look for other Sci-Fi films/books that project into the future and make comparisons of special effects, intensity of plot, animation, sound etc



Introduction to Genre

Program:	The Girl From Tomorrow
Year Level:	Year 4 to Year 7
Curriculum Study Areas:	English; The Arts; Humanities and Social Sciences
Themes/Topics:	Genre; Narrative Structure; Film Language
Description:	Students learn about different fiction genres in television, film and books, focusing on the codes and conventions of drama, SF and fantasy in the telemovie The Girl From Tomorrow.
Resources:	The Girl From Tomorrow, telemovie Other: Spellbinder Series Quest Beyond Time telemovie Winners Series

Lesson plan:

The Girl From Tomorrow is an exciting science fiction (SF) feature length telemovie that combines fantasy, action and drama. View and discuss other SF series or films such as Spellbinder and Quest Beyond Time to draw parallels or note differences in treatment of the science fiction genre. Teachers are encouraged to select from and adapt learning experiences to meet the needs and interests of their students and the time available.

Web search

Use the Internet to search for The Girl From Tomorrow. You may locate several sites created by schools or fans. Some may have photos from the production. Since some sites may not be official, they may include errors of various types. You might begin your search with the following site:
<http://www.angelfire.com/id/tomorrow/>

Before viewing The Girl From Tomorrow discuss:

What is genre?

Ask students to explain how videos and DVDs are organized in a video shop. List some of the categories suggested by students. Discuss why titles are organized in this way and explore how categories reflect particular genres, for example, science fiction, comedy, drama, historical fiction, romance or fantasy.

Compare the use of genre labels to categorize film and television texts with similar genre labels for books. Consider and discuss how knowing the genre of a film or television text can help when making decisions about what to view and can also help in understanding meanings within a film or television show.



Using a television or movie guide, identify and compare some television genres, for example, sport, quiz shows, news, drama, magazine programs, current affairs, soap operas. Identify similarities and differences between genres.

Science fiction, fantasy and drama

Explain to students that the following activities will help the class to learn more about the codes and conventions of three key genres: science fiction, fantasy and drama. To begin, have students work in small groups and allocate one of the three genres to each group.

Ask each group to list as many books, films, games, TV shows or telemovies as they can for the genre they are investigating, then have them select four or five of these texts and complete a chart similar to the examples below. Encourage students to think about writing styles, plot, action, characters and costumes, settings or locations, music and sound, lighting and special effects as well as common symbols used in the genre. Students can add columns to the chart according to their ideas.

Genre: Fantasy

Text	Harry Potter and the Philosopher’s Stone
Plot/action	Quest to achieve major task, overcome obstacles using magic and special skills.
Key characters and costumes	Harry, Hermione, Ron; academic gowns, wands
Setting	Wizard school, often dark and gloomy,
Symbols or motifs	magic, heroes, special abilities,
Key themes or messages	good versus evil, trust, loyalty, staying positive, resilience



For texts with elements from more than one genre (below) use a coloured pen to highlight elements of relevance to the genre being investigated.

Genre: Science fiction and superhero

Text	Legacy of the Silver Shadow (ACTF TV series)
Plot/action	Superhero from the past sets out to redress past injustices.
Key characters	Superhero from the past, modern heroes, villains.
Setting	disused underground warehouse frozen in time, our world of suburbia
Symbols or motifs	metallic chunky 50s style computer technology, superhero costumes
Key themes or messages	Good versus evil, human qualities versus science or super powers (from another time)

Have groups share charts and their discoveries about each of the genres, then as a class write several sentences explaining the key features of each genre, for example,

- Science fiction often involves the supernatural, time travel or alien people or places.
- Fantasy usually involves non-realistic settings and events, magic or enchanted people or places.
- Drama involves adventure where the narrative may feature the unknown, or the unexpected with elements of danger, risk-taking or highs and lows in excitement.

Drama and adventure

As a class discuss why adventure stories often involve a journey away from home, wherever home may be. What opportunities does a journey offer the filmmaker or storyteller? Consider in relation to Harry Potter books and films, and other titles suggested by students.

Predictions about The Girl From Tomorrow

Discuss the title The Girl From Tomorrow. List the images created in students' imaginations by this title. Make predictions about the likely plot or action in the film. Ask students to explain what leads them to make these predictions.

Read the description of the telemovie above and the description accompanying the video. Add additional student ideas about images and predictions about the plot and action to the list.



View The Girl From Tomorrow.

Respond and review

After viewing The Girl From Tomorrow provide opportunities for students to respond, sharing and recording on butcher paper or a whiteboard the parts they enjoyed most/least, parts that surprised them or other comments. Some students may like to write reviews for the school newsletter/website sharing their thoughts about the film.

Genre in The Girl From Tomorrow

Using the Worksheet based on the charts developed earlier, have students work in groups to record what they have discovered while viewing The Girl From Tomorrow. Discuss the types of journeys Alana makes during the film, both physical and personal or emotional.

As a whole class discuss the features of The Girl From Tomorrow and establish the genre of the film. Discuss the likely target audience for this film and list the features from the film that advertisers might use to promote it to young people.

Advertising poster/short promo

Work with a partner to design an advertising poster or short film (as a promo) for The Girl From Tomorrow that will attract the appropriate target audience.

Building on what you know

The following websites list books that might be read and compared with The Girl From Tomorrow. Use these, other books and films, to build knowledge of how authors and filmmakers use codes and conventions to create meanings.

Fiction

<http://www.neutralbay-p.schools.nsw.edu.au/library/fiction.htm>

Fantasy

<http://www.webrary.org/Kids/jbibfantasy.html>

Science fiction

<http://www.webrary.org/Kids/jbibsfc.html>

<http://www.neutralbay-p.schools.nsw.edu.au/library/SIFI/bib.htm>