



## Media Literacy

### Clip 1: 1000 good deeds

#### Activity 1: Framing

- Explain to students that the focus in this episode/clip is on how the camera has been used to carefully frame the shots to make this location look authentic to 1898.
- Ask students to look at the ways in which the filmmaker has achieved this. View the clip and draw attention to the ways in which the camera has been used, such as framing the shots carefully to exclude information which is not appropriate for this era in history, for example, there are no wide shots. Have students think about and give reasons why this might be the case. Ask students to think about what might be beyond the range of the camera given this film was shot very recently.
- Discuss the importance of framing shots and the ways in which filmmakers can make decisions about what they want to include and exclude or hide in their shots.
- Have students work in pairs to choose an interesting wide shot photograph from a magazine or book and use the frames to focus attention on different parts of the photograph, and/or to hide information to tell a story. They can draw this as a storyboard with a narration and each pair can tell their story to another pair, using the frames to help show their story.

#### Reflect:

- Students could work through the [Learning Object: Lights Camera Action: camera](#) to explore the ways in which the camera is used to construct meaning in a film.
- Students could also work through [Learning Object Picture story: outdoor adventure](#) to explore this concept further through a movie created from a still photo of people horse riding. Here they can see how combinations of camera shots can hide things from, or reveal things to, the audience and create mood and ways to tell a different story using the same photo.
- Have students construct three rectangular picture frames by taking three sheets of white paper and cutting a different sized viewing window in the middle of each:
  - Frame 1. Approximately 4cm x 3cm
  - Frame 2. Approximately 7cm x 9cm
  - Frame 3. Approximately 12cm x 15cm
- Discuss the sizes of these viewing frames and what they could each be used to show, for example, close-up, mid shot and wide shot. Students can experiment with looking through the frames at different views of the room and note what is the focus of each 'shot' and what is excluded.

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Student Activity Sheet: ML12.1



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**Clip 1: 1000 good deeds**  
**Activity 1: Framing**

NAME: .....CLASS: .....

(1) List ways in which the scene has been filmed in this clip. What type of camera shots are used?


(2) Construct three rectangular picture frames out of white paper. Cut these to the following sizes with a viewing window in the middle of each:

- Frame 1. Approximately 4cm x 3cm
- Frame 2. Approximately 7cm x 9cm
- Frame 3. Approximately 12cm x 15cm

List what type of shot does each view provide?


(3) Work in pairs to choose an interesting wide shot photograph from a magazine or book and use the frames to focus attention on different parts of the photograph, and/or to hide information to tell a story. Draw this image as a storyboard with a narration and tell the story to another pair, using the frames to help show their story.




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### Activity 2: Back in time

#### Discover:

- Revise and discuss the process the filmmaker undertook to create the historical setting for this clip, in particular, the use of the camera and framing of the shots to draw attention to significant aspects and to hide other aspects in the location.
- Have students work in groups to produce a multimedia story using *PowerPoint* or *PhotoStory3* and a selection of two or three of the photographs they have taken, to introduce their school as the setting for a film set in the past. This will involve students carefully framing their photographs to exclude information which is not relevant to their story. In the final process, students can use special effects to make their photographs black and white or sepia to help their story look historical.
- Screen finished work and discuss what students have learned from this process.

#### Reflect:

- Students could work through The Learning Federation (TLF) [Learning Object: Picture story: history](#) to explore this concept further, looking at little movies created from a still historical photo of people building the Sydney Harbour bridge. They can explore how combinations of camera shots can hide things from, or reveal things to, the audience and create mood. This includes using the built in software tools to remake this same movie from the original photo, framing a series of shots within the original photograph to tell a particular story.
- Explain to students that their task is to use a still digital camera and experiment with framing shots to take photographs which to make the school or a local building look like it is 100 years ago, before cars and modern buildings. Discuss how students will approach this task and what challenges they may face in trying to achieve this in their local setting.

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