

ReelEducation

LESSON: Macropolis

Film length: 7 minutes

Lesson Length: 50 minutes

Grades 1-3

ReelAbilities
FILM FESTIVAL

TORONTO



An EnAbling Change Project
with the Government of Ontario

Rick Hansen
Foundation



School Program



ReelAbilities
FILM FESTIVAL

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Lesson Title: Macropolis

Synopsis:

Two toys made at a factory are thrown out, and together attempt to be put on a store shelf.

Film Length: 7 minutes

Learning Objectives:

- Recognize that we are all unique individuals and that there is a place for everyone in this world.
- Recognize that making assumptions about someone can lead to stereotypes and misconceptions.
- Make meaningful connections between themselves and relate to the world around them.
- Express personal thoughts and feelings

Curriculum Connections:

· Grade 1-3, Language - media literacy, writing, oral communication

Resources:

Film Link: <https://vimeo.com/261222152>

- Paper and pencil for jot notes

Activity Time: 40 Minutes

Before Viewing (Discussion questions)

Ask students:

1. Why do you think cat and dog were thrown away?

The factory owners assumed that children would not like the toys because they were not made like the others, they had missing parts and were not perfect.

2. What did the cat and dog toys do to try and fix the parts that were broken?

3. Why do you think the toys wanted to find the toy truck so badly?

The toys wanted to be with the other toys, they wanted to be included.

4. Why did the little boy choose them at the end of the movie?

The little boy wanted the cat and dog toys because they looked like pirates - just like him. Because they looked different from the other toys.

After Screening

Learning Activities

Tell students: Sometimes people make assumptions about what someone can do or cannot do, like how the factory assumed that no child would like a toy without a leg or an eye. Here is a picture of a person with one leg. We might assume he can't run. But, like the cat, he has equipment to help him run.

Often when people look at others with a disability they only see what they cannot do. Sometimes people with disabilities may do the same activities just in a different way.

Activity 1:

Ask students the questions below and hold up the pictures of people with disabilities and discuss with students the ways that activities can be adapted.

Picture 1: A person who is blind reading a book.

Ask students: Can someone who is blind read? How?

Braille, Audiobook.

Picture 2: Can someone who can't hear watch and understand a movie? How?

Closed Captioning

- Picture 3:** Can someone who uses a wheelchair play sports?
Wheelchair basketball, Sledge Hockey
- Picture 4:** Can a person who is blind play a musical instrument?
Stevie Wonder, became blind as a very young baby. He taught himself piano and had his first number 1 hit single at the age of 13.
- Picture 5:** Can a person who is paralyzed from the neck down be a painter? How?
Claude Monet painted his entire Water Lily series even though he was visually impaired.

Tell students:

These people all have things they can't do easily but they can do them in a different way.

In the movie, the dog didn't have a leg and the cat didn't have an eye, but they could still do some things. With the help of each other and some equipment they were able to find the toy store. People are like that too. People with and without disabilities can do things that are the same or use equipment or technology to do things. Let's play a game that helps us to see how we can all do some things that are the same.

Activity 2:**Play "Can See, Can't See" Game**

Read a series of questions about qualities and characteristics of your students. Start with outwardly observable characteristics progressing to less obvious. If students are able have them stand when they hear something that applies to them or stay seated if it doesn't apply. If you have a student that is unable to stand, modify your instruction to be inclusive e.g., raise a hand instead of stand up.

Examples:

- I have brown hair
- I am seven years old
- I wear a helmet when I ride my bike
- I live in an apartment
- I am a good reader
- I like to help my friends
- I am good at sports
- I like going to the playground

Class Discussion:

Ask the students to think about how some qualities were shared with other students in the classroom.

- a. Create a T-Chart with columns and titles “Can See, Can’t See”. Repeat the statements you used above and fill in the chart.

Tell students:

We can’t tell by looking at someone their abilities and interests. People with disabilities can do some things that we might be surprised about, like a person who is blind can read and a person without a leg that can run. We also can’t tell by looking at people with disabilities if they are interested in the same things that interest us, like going to the playground. We can’t tell by looking at people with disabilities if they they share the same interests as us, like reading or math.

Take Away Message:

People with and without disabilities all have some things that make us unique and some things we have in common. We can’t assume people’s abilities and interests by looking at them. All people are unique individuals and there is a place for everyone in this world.

Wrap Up

Students tell, draw or write answering the following questions:

1. One thing I knew...
2. One thing that was new to me...
3. One thing that I wonder is...

Enrichment:

1. Have students research other equipment that allows people with disabilities to do everyday activities. Research can include investigating the built environment (see recommended Rick Hansen Foundation School Program lessons) or adaptive equipment.
2. Have students write a list of activities they enjoy. Students use problem-solving skills to find creative ways to have a friend with a visual, hearing or mobility disability join them so they can take part in the activity and be socially included.