

## Self Portrait Film Festival

A sequential series of assignments and activities to be used in a Grade 10 EAL classroom over 9 classes over the course of a semester. Students will complete **Speaking English Self Assessment Sheets** and create short biographic films that will function as evidence of their abilities. Giving students time to prepare their film, edit delete, and rerecord, removes some of the pressure and fear of 'getting it wrong', and allows students a modicum of control over the way they present themselves.

The goal of these assignments is:

- to get to know students, their backgrounds and personalities
- to create a classroom community and introduce students to each other
- to establish what students want to learn and allow them to assess their progress

Accompanying Worksheets: **Worksheet A**, **Worksheet B**, **Worksheet C**

**Speaking English Level A & B** self assessment worksheets. (Guided by the Common European Framework of Reference for Languages.)

### Part One: Who Are You? Where Have You Been?

#### First Class

The teacher asks the class what languages students speak. Languages are recorded to be used for Youtube subtitles.

The teacher introduces the film fest, that students will each make 3 short films with their cell phones to be screened altogether at the beginning middle and end of the semester to track progress and learn about each other.

Review of due dates and screening times.

Subject: Who Are You?

The teacher shows their own short movie. With subtitles in the languages of the students.

Assignment instructions are prepared in these languages.

Students will have an assignment outline on paper, will watch examples of the film, films made by previous classes, accompanied by subtitles.

Resources listed for students: where to find free editing software, google translation assistance tools, royalty-free music, youtube tutorials for how to incorporate still shots into short films.

- ★ Students will fill out [Worksheet A](#)
- ★ Students will refer to [Speaking English Level A & B](#) and check the skills they feel they are capable of.
- ★ In their films they will demonstrate these capabilities.

### **Second Class**

Students will hand [Worksheet A](#) and their [Speaking English Self Assessment](#) into the teacher. The teacher will review to make sure students understand the questions, and document the students self assessment. The teacher photocopies the worksheet for students to use to frame their film.

Using their cell phones each student will make a film about who they are, and what they want their class to know about them.

Their film will be in English and contain the information from [Worksheet A](#)

Their film will show evidence of the skills in their “I Can....” statements on their [Speaking English Self Assessment](#) sheets.

### **Third Class**

Films are screened in class. Time is built into the lesson for students to discuss their film and their learning goals afterward.

## **Part Two: Where Are You Now?**

### **First Class**

Student will be instructed that they will be making a second film. The subject of this film is: **Where Are You Now?** This can be in relation to their school, city, province, community, neighborhood, or country.

Their film will be in English and contain the information from [Worksheet B](#)

Their film will show evidence of the skills in their “I Can....” statements on their [Speaking English Self Assessment](#) sheets.

### **Second Class**

Students will hand [Worksheet B](#) and their [Speaking English Self Assessment](#) into the teacher. The teacher will review to make sure students understand the questions, and

document the students self assessment. The teacher photocopies the worksheet for students to use to frame their film.

### **Third Class**

Students films are screened, with the first film then the second watched together. After the screening they can discuss with the class, reflect on the process and what they have learned so far.

## **Part Three: Where Are You Going?**

### **First Class**

Students will be instructed they will now create films about their hopes for the future. Where they hope to live, what they'd like to study in college, do for work, learn about, places they'd like to visit, and things they'd like to learn about.

Their film will be in English and contain the information from **Worksheet C**

Their film will show evidence of the skills in their "I Can...." statements on their **Speaking English Self Assessment** sheets.

### **Second Class**

Students will hand **Worksheet A** and their **Speaking English Self Assessment** into the teacher. The teacher will review to make sure students understand the questions, and document the students self assessment. The teacher photocopies the worksheet for students to use to frame their film.

## **Third Class: THE FILM FESTIVAL!**

All 3 films by each students are screened sequentially.. Students reflect on their filmmaking experience and learning progress with the class.

## Worksheet A

My name is \_\_\_\_\_.

I am from \_\_\_\_\_.

My favourite thing about where I'm from is:

\_\_\_\_\_

My birthday is \_\_\_\_\_.

I have lived in (cities, countries)

\_\_\_\_\_

Some places I have studied are...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The languages I use are...

\_\_\_\_\_

\_\_\_\_\_

My favourite hobbies ( Making Art, Playing Sports, Playing Music ) are:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My favorite kind of music is:

\_\_\_\_\_

\_\_\_\_\_

## Worksheet B: Where Are You Now?

The school I go to now is

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Some things I like about my school are:

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Some things I don't like about my school are

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My favorite subject is

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Because

---

The city I live in now is

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Some things I like about this place are

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Some things I don't like about this place are

---

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After school I

---

On weekends I

---

---

The weather here is

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## Worksheet C: Where Are You Going?

When I am older I would like to live in

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Because \_\_\_\_\_

---

In college I want to study

---

Because \_\_\_\_\_

---

For work I want to be a

---

Because \_\_\_\_\_

---

Some places I would like to take a vacation are

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Because \_\_\_\_\_

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### Speaking English: Level A

✓	A1.1
	I can introduce myself or someone else.
	I can very simply describe myself and my family.
	I can very simply describe where I live.

✓	A1.2
	I can describe familiar objects and activities.
	I can describe what I like and don't like.
	I can use simple words to describe something. (shape, color, size)

✓	A2.1
	I can state what I like and what I don't like and why.
	I can recount what happened yesterday or during the weekend.
	I can describe my family, and discuss my pastimes, my friends and my daily activities.
	I can give basic information about a topic I know well (e.g., a band, a sports team, a country).

✓	A2.2
	I can tell a story or recount an event. I can describe experiences (e.g., work, summer, study, holiday).
	I can describe my family, and discuss my pastimes, my friends and my daily activities.
	I can give a brief presentation on topic of interest.
	I can describe my plans for my future (weekend, holiday, after graduation).



### Speaking English: Level B

✓	B1.1
	I can give descriptions of a variety of familiar subjects related to my interests.
	I can talk in detail about my experiences, feelings and reactions.
	I can briefly explain and justify my opinions.
	I can give a short prepared presentation on a very familiar area.

✓	B1.2
	I can clearly describe an incident or an accident.
	I can express my feelings about something that I have experienced, and explain why I felt that way.
	I can develop an argument and communicate my main points.
	I can summarize information on familiar subjects from various sources and present it to others.

✓	B2.1
	I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.
	I can develop a clear argument, linking my ideas logically and expanding and supporting my points with appropriate examples.
	I can summarize information and arguments from a number of sources, such as articles or reports, discussions, interviews, presentations, etc.