



Using *The Hunger Games* as anchor text to:

- explore different concepts of landscape through a range of activities that can be applied across subjects such as English, Geography, Art;
- develop media literacy skills and understanding of film language;
- use film language to critically analyse films and stimulate discussion;
- facilitate collaborative and active learning through medium of film;

Learning Outcomes

Participants will:

- Engage with a range of film and still images
- Work in groups to discuss and respond to images
- Contemplate and explore different interpretations of landscape: physical, conceptual, symbolic
- Compare and contrast different genres of film eg. Mainstream drama, documentary, sci-fi
- Take creative approach to curricular subjects including English, Art, SPHE
- Utilise and consolidate own media literacy skills in application

Key Skills

- Media literacy
- Oral and aural skills
- Visual literacy
- Cultural awareness
- Film heritage
- Creative response to film eg, written/art/film activity

Introduction

1. Elicit vocabulary regarding elements of landscape through brainstorming & discussion of various landscape images.

Sample questions:

What is the landscape in the picture – one word description

What is the location – elicit urban/rural

Where – from local to global

How do you know? Familiar images, global recognition etc.

What physical elements make up a particular landscape?

Who populates the landscape?

How would you feel in this landscape?

2. Filmic landscapes – landscape connected to a narrative

What does this image communicate regarding the landscape of the particular film?

Sample questions:

Who is in the image?

Where are they?

What is their position in the world of this film?

How do you know?

What are the visual elements that create the particular sense of this landscape eg camera angle, costume, (mise-en-scene), lighting, other.

Who has the power in this picture?

What can you say about the broader culture / society of the film from this scene?

Is there any group particularly dominant in the picture or absent from it? Is there a minority group?

3. Introduce filmic elements – recap on elements from 2 and present cinematic elements (SLIDE)
Camera, Lighting, Sound, Mise-en-Scene (costume, props, gestures), Editing etc.

4. *The Hunger Games* – a futuristic cinematic landscape

Scene 2: Watch the clip x 2

Viewing 1: for narrative & content.

Viewing 2: Assign an element to each group and focus on this.

Report back – what is the landscape of this District? How do the various cinematic elements contribute to this?

Who is in control?

Who are the dominant characters?

How do you know?

5. Scene 7 – The Capitol

Two different worlds:

Watch Scene 7 to following questions:

How does this world contrast with the previous depicted?

Compare and contrast according to:

- Characters
- Appearance
- Atmosphere
- Cinematic elements: Lighting. Costume. Soundtrack.

What genre is being used in this scene? Why do you think this is?

How is The Capitol depicted? How does it compare with the Districts?

Role Play: citizen of The Capitol Vs citizen of District 12 – Where would you rather live?

6. Media Studies – Media Literacy: Reality TV/ Talent shows etc.

Watch the clip again. Focus on the tv presenters: What is the film saying about media, in your opinion? Who is the audience?

7. English Comparative Study –Bladerunner– post-apocalyptic landscape:

What is the culture of this particular landscape? Who is in control? How are people controlled? Watch Scene – Compare with Hunger Games

8. Art – Creativity from ruined landscape – Using film *Wasteland* as stimulus to prompt discussion on creativity from destruction, using recycled materials for art

9. Geography – Environmental issues – CSPE – Looking at developing world landscapes