



Watching a film

This activity guides students through two viewings of a scientific film to help them to focus on specific areas of learning.

Outcomes

Students will be able to:

- formulate questions after the first viewing of a film that will help to enhance their understanding during a second viewing
- extract key information and understanding from a film through focussed observation.

Time required

Allow 40-60 minutes, depending on the length of the film shown.

Outline of the activity

On first viewing a film we may experience a range of emotions which affect the message we take away from it. The first viewing will convey a general impression and raise questions in the viewers' mind. It would be unfair to expect anyone to remember all the key facts in a film after the first viewing, but they are likely to remember the questions that the film raised. The second viewing allows these questions to be answered and the subtle details of the film to be absorbed.

1 Show the film (a 10-20 minute segment) without giving the students any specific instructions. After the viewing, issue briefing sheet 1 and get the students to fill them in. You may instead choose to use the board to go through this as a discussion. Discuss the outcomes with the whole class, putting a list of questions on the board. It is helpful to place the questions into categories, e.g. those addressing concepts, those addressing processes, those addressing science and those addressing people. It is important that students do not write answers to questions at this stage.

2 While watching the film for the second time, students should look for the answers to the questions they formulated, writing the answers down on briefing sheet 2.

3 Ask different students if their questions were answered, and what the answers were. Answers to questions written on the board can be written up too. If there are any questions that have not been answered, ask the students where they might find the answers.

Tips and strategies



Ensure that the students are not assigned any specific instructions or tasks associated with the first viewing. Some of them may wish to take notes (perhaps this is their usual approach to watching a video in class), but encourage them simply to watch on this occasion.

It may be beneficial to give the students a little background information on the film / topic before the first viewing so they are not distracted from viewing because they are thinking 'what's this about, then?'.



Watching a film: briefing sheet 1

In this activity you practise techniques which help to focus on gaining specific information from a film.

You have just watched part of a film. Complete this sheet without discussing it now. You will then watch the film again, the aim being to answer some of the questions you have come up with at this stage.

1 What questions about the science in the film can you think of? These can be on things that you didn't understand, or things you want to know more about.

Question i: _____

Question ii: _____

Question iii: _____

Question iv: _____

Question v: _____

2 Next to each question you've written in 1, write down 'concept' if it addresses a scientific concept, 'person' if it address a person or people, and 'process' if it addresses a process.

You will now watch the film for a second time. Use briefing sheet 2 to record answers to your questions.

3 Note down the key facts that you learned from the film.

For discussion

4 What were the learning benefits of this repetition?

5 Can the same benefit, or more or less, be gained by repeated contact with other kinds of resources, such as web sites or text books?

6 How can you apply what you have learned about these benefits to your future work?



Watching a film: briefing sheet 2

While watching the film for the second time, you should aim to answer the questions you came up with after the first viewing. You are allowed to write things down during the film this time. There is no need to write out the questions again - just reference them from the first briefing sheet.

Question reference: _____

Answer: _____

Question reference: _____

Answer: _____

Question reference: _____

Answer: _____

Question reference: _____

Answer: _____

Question reference: _____

Answer: _____

Were any of your questions unanswered? If so, where could you find the answers?