

Striving To Improve



Viewing

For students aged 11 - 15 years who are underachieving at their year level.



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Teachers' Notes

Viewing is part of the *Striving To Improve* series which is targeted at children aged between 11 and 15 years who are struggling to meet the expected requirements specified by the curriculum for their age group.

The children who you teach may be struggling with their school work because they have been diagnosed with learning difficulties such as ADHD or dyslexia. They may be struggling because of social factors which have resulted in them missing a lot of school. Whatever the reason, this book will help students begin to interpret and create a range of visual texts skillfully and confidently.

Activities in this book are linked to the curriculum for Years 5, 6 and 7, so children feel that what is being asked of them is actually achievable. To make the tasks more manageable, they have been broken down into small parts which gives each student the opportunity to process one idea at a time. Time limits have been either abandoned or made flexible for students.

The *Striving To Improve* series is designed to prevent those students who have been left behind from regressing any further, and help them to feel that they too can be successful at school.

Sample

* Labelled Diagrams 2

Labelled diagrams can help readers visualise and therefore better understand information presented.

*** TASK** Read the report below entitled *Porky Pies*, then label: the blood pressure cuff, pneumographs and the galvanometers on the diagram. Write briefly underneath each label what it measures.

Porky Pies

Have you told a lie today?

YES NO

If you ticked yes, you are not alone, most people tell lies. These can range from the little untruths said to save someone's feelings, right down to great big porky pies that you'd be too ashamed to even tell your best friend.

In terms of solving crimes, lying is a serious matter, so wouldn't it be useful if liars could be easily detected and brought to justice?

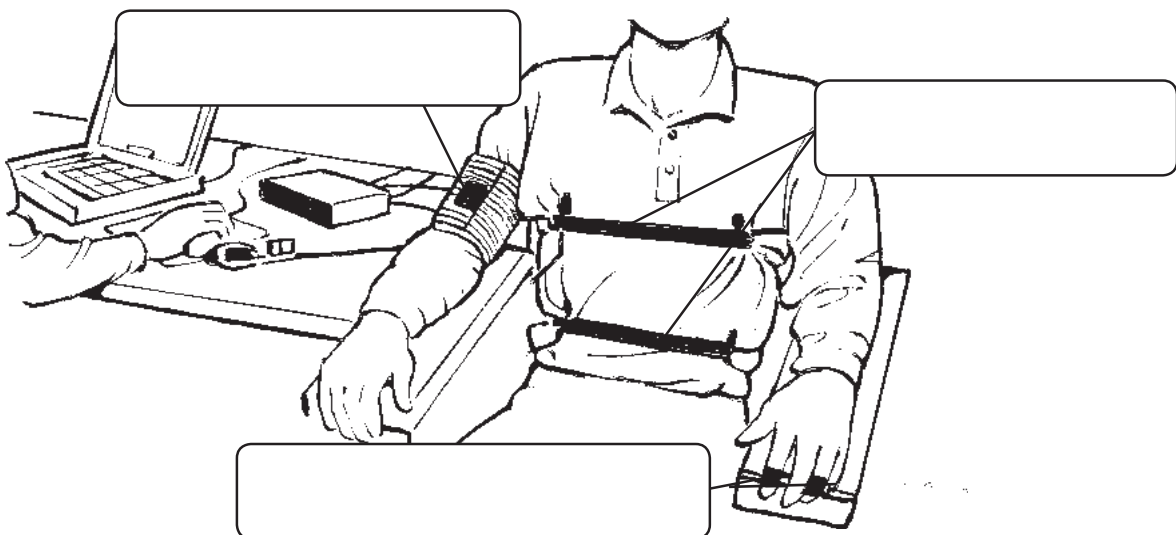
For most people, lying causes stress and when you are stressed physical changes start to occur in your body. Your heart and breathing rates alter, your muscles become tense and you start to sweat more.

Polygraphs or 'lie detectors' pick up these changes in your body.

The blood pressure cuff measures the blood pressure and heart rate. The cuff is placed around the person's arm with tubing from the cuff linked to the polygraph.

The galvanometers measure the sweat on a person's fingertips. The fingertips are one of the best areas on the body to measure sweat as the skin contains lots of pores. The logic behind measuring a person's perspiration is that humans are likely to sweat more if they are placed under stress. The fingerplates (galvanometers) are attached to two of the person's fingers and these measure the ability of the skin to conduct electricity. The skin is able to conduct more electricity when it is wet (sweaty) than when it is dry.

The pneumographs measure the subject's respiratory rate. The tubes are placed around a person's chest and when a person inhales and exhales, the amount of air displaced in the tubes is measured. The air pressure changes are recorded as 'bellows' and work in a similar way to the way a piano accordion works. These changes are recorded via a mechanical arm which then makes marks on scrolling paper each time the subject takes a breath.



* Maps

Maps can help a reader visualise and therefore process written information more easily.

*** TASK A** Read the information below and look at the accompanying map.

<p>The Bering Strait</p> <p>A strait is a narrow body of water that links two larger areas of sea. The Bering Strait is located between Russia and Alaska and connects the Pacific Ocean to the Arctic Ocean.</p>	 <p>The map shows the Bering Strait connecting the Arctic Ocean to the North Pacific Ocean. It labels Russia and Siberia to the west, and the United States and Alaska to the east. The Bering Sea is located south of the strait. The Aleutian Islands are shown in the southern part of the North Pacific Ocean. A north arrow is present in the bottom left corner.</p>
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1. Why is the inclusion of the map important and useful?

*** TASK B** Draw a map to match the information below.

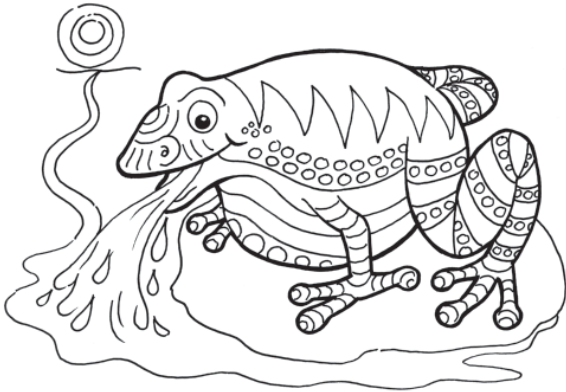
The Cheyenne Indians lived in the Great Plains area, east of the Rocky Mountains and west of the Mississippi River. To the south of Cheyenne was Mexico and to the north was Canada.

*** TASK C** Compare your map to others completed by your classmates.

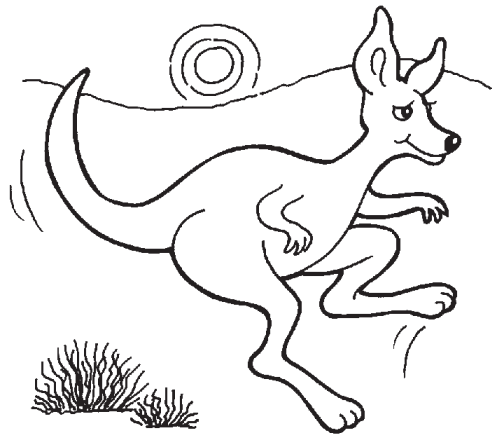
* Pictures Tell Stories 3

* TASK

After reading the story *Tiddalick The Greedy Frog* on page 21 arrange the pictures so that they reflect the order of events in the story. Cut out each picture and paste onto a separate sheet.



Tiddalick laughed so much that all the water came out of his mouth.



The **kangaroo** hopped on one leg.



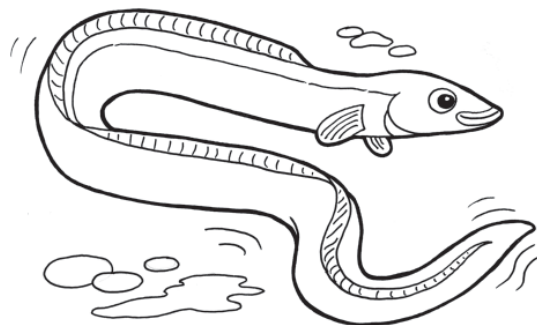
The **wombat** had an idea.



The **lizard** turned around and around and around.



The **emu** danced the can-can and wobbled his big bottom.



The **eel** tickled Tiddalick with his tail.

* Gaze 1

When we look at any image, be it an advertisement, photograph or animation, *where* the people or characters are looking is important. This is known as gaze.

*** TASK A** Look at the image below. Circle the correct answer for each question.

Where is the mouse looking?

- a. The mouse's gaze is directed away from the camera.
- b. The mouse's gaze is directed at the camera and therefore the viewer.
- c. The mouse's gaze is directed at the floor.

What does the mouse's gaze tell you about how the mouse is feeling?

- a. That the mouse is feeling confident.
- b. That the mouse is feeling afraid and vulnerable.
- c. That the mouse is feeling cold.

Where is the cat looking?

- a. The cat's gaze is directed away from the camera.
- b. The cat's gaze is directed at the camera and therefore the viewer.
- c. The cat's gaze is directed towards the mouse.

What does the cat's gaze tell you about how the cat is feeling?

- a. The cat is feeling fearful.
- b. The cat is feeling confident and is focused.
- c. The cat is feeling relaxed and happy.



Now you should be able to understand that *where* a person's/character's eyes are looking, helps us to understand how the person/character is feeling.

*** TASK B** People who feel confident and powerful are usually captured gazing directly at the viewer/camera. This can make them seem heroic or threatening.

Use your research skills to find a movie poster that shows a hero or a villain gazing confidently at the camera/viewer. Paste it here.

* Body Language 2

Body language refers to the way that people/characters stand, the way that they hold their head, arms and other body parts. Body language can tell us a lot about a person's/character's feelings and determine from whose point of view we see things.

*** TASK** Look at the images below and complete the questions.

▷ Picture A



Describe the boy's body language.

What does this tell us about him?

▷ Picture B



Describe the mouse's body language.

What does this tell us about the mouse?

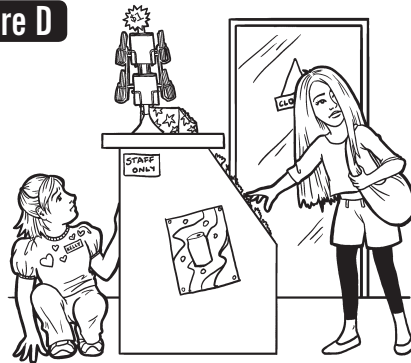
▷ Picture C



Describe the mouse's body language.

What does this tell us about the mouse?

▷ Picture D



Describe the body language of the two girls.

From whose point of view are we likely to see things and why?

* Positioning 1

Where people, characters or things are positioned in an image tells us a lot about their/ its importance, power, role and whose point of view we are seeing things from.

*** TASK** Study the images below and answer the questions.

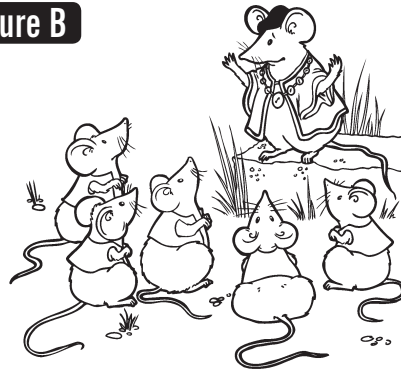
▷ Picture A



Who is the strongest person in this image?

How does positioning tell you this?

▷ Picture B



Who is the most important person in this image?

How does positioning tell you this?

▷ Picture C



Who is centered in this image?

What does this tell you about this person?

▷ Picture D



Who is centered in this image?

What does this tell you about this person?

Which characters are not centered?

What does this tell you about them?