



LESSON PROMPTS KS3

7. Płoty [Fences]

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Dialogue and Argumentation:

To acknowledge changing one's mind

Offer opportunities for students to go back to their previously made comments and consider them in the light of other contributions. Model doing this to make it clear it is not only acceptable, it demonstrates high level thinking.

Cultural Understanding

Social Responsibility: social and civic competence

To consider the impact of boundaries on communities

Discussion Prompts

Set a viewing task where you ask students to note all the times in the film where boundaries are set up

About the film:

Students to work in groups and feedback:

- *What purposes do boundaries serve in the film?*
- *In what ways are the instances of 'fencing in' or 'creating boundaries' symbolic (eg a bird in a cage symbolises restriction of freedom of movement, dogs on opposite fence sides could symbolise community argument and difference)*

Beyond the film:

- *What boundaries do you encounter in daily life?*
- *Why do people put up 'fences' or barriers?*
- *Are they always necessary? What would happen if they were removed? (Consider the screenshot below)*

Ideas for Cultural Expression

Create artwork that represents 'fences'. Think symbolically as well as literally.

