Flipbook

General information	
Respective blueprint	Flipbook
Description	In this lesson, pupils will build a flipbook. Students will discover how it works and the historical background to its invention and the history of cinema.
Learning objectives	At the end of this session, pupils will be able to : • briefly explain the history of cinema ; • understand how a flipbook works in its own cultural and historical contexts ;
Related curricular subjects	Technology- History - Mathematics
Duration	2 hours

Level of difficulty	Basic	Medium	Advanced
	☐	☑	☐

Inclusivity guidelines	
How to integrate students with SLD	• Formulate short, simple instructions that only require one action at a time. • If you give oral instructions, make sure you keep track of them in the form of pictograms or written on the board. • When you give instructions (oral or written), make sure to highlight the word of action so pupils know what they are expected to do. • When it's possible, you can show the expected result of the manipulation. • When creating groups, try to place students who are having difficulties with students who are generally more advanced so that they can help each other (for example, a dyspraxic student will have a lot of difficulty with the fitting of the bridge elements).
How to integrate students who work faster	• Ask the pupils who finished their tasks earlier to do some research on the invention of the cinema, the creation of special effects, the different professions in the film industry. They can present their findings to the class orally or with a poster.

Step-by-step description of the lesson

Step 1: Introduction	Estimated time: 15 min

Watch together a short extract from a famous silent film (for example, "Le Voyage dans la Lune" by Georges Méliès: https://youtu.be/ZNAHcMMOHE8).

Discussion: Ask the pupils questions about what they saw, what was different about modern cinema (absence of sound, colours, etc.).

Show the students an example of a flipbook (premade by the teacher or by showing a youtube video : https://youtube.com/shorts/xl-7IC4eiel?feature=share). Explain briefly that the flipbook is a pre-film device that creates the illusion of movement as you flip through its pages.

Step 2: Creation of a flipbook	Estimated time: 1 hour

The pupils follow the various stages described in the blueprint and build their flipbook. Pupils can also be placed in groups of 2 or 3 to create the flipbook.

Presentation: Let the groups present their flipbook to the rest of the class. The other students will be able to admire their classmates' creations and discover the magical effect of the movement created by the flipbook.

Discussion: Start a discussion with the pupils about how the flipbook works and how it anticipates the principle of film animation. Also discuss the similarities and differences between the flipbook and modern cinema.

This stage on the flipbook will enable pupils to discover a fun and educational pre-film device. By creating it themselves, they will gain a better understanding of the idea of movement that underpins cinema, while reinforcing their creativity and familiarising themselves with simple technical concepts.

Possible extension of the sequence

Step 3: The arrival of sound in cinema	Estimated time: 1 hour

Introduction: Show an extract from a sound film from the early days of talking pictures (such as extract from "The Jazz Singer" : https://youtu.be/22NQuPrwbHA).

Discussion: Talk about the impact of sound on cinema and how it changed the audience experience.

Activity: You can ask the students to record dialogue for the flipbook they created earlier, using their own voices.

Step 4: Different film genres	Estimated time: 1 hour

Introduction: Introduce the students to different film genres such as action, animation, comedy, drama, science fiction, etc.
Discussion: Discuss their favourite films with the students and help them identify the genre.

Activity: Ask students to form groups and create a poster for an imaginary film from their favourite genre.

Step 5: Stop motion technique	Estimated time: 3 hours+

Introduction: Introduce the students to the stop motion technique by showing them a little video made thanks to this technique (you can find a lot on Youtube).
Discussion: Discuss how they thinks it's created, with what material.
Activity: Ask students to form groups and write a simple story (with Legos or little figurines), make them create their story using stop motion technique.
Presentation : Organise a screening of the short films created by the pupils in front of the whole class, and discuss what they have learned throughout the sequence.

Assessment activities

Activity 1: Self-assessment activity

Ask the students to self-assess their performance during the group activity, using the grid on page 4.
Self-assessment encourages learning and improves performance. Self-evaluation is systematically formative. Its aim is to highlight areas for improvement.

Activity 2: End-of-sequence assessment

At the end of the flipbook sequence, you can do an evaluation which covers all the concepts addressed.
- Put the invention of cinema on a timeline.
➔ Explains what a flipbook is and how it works.
- Explain the milestones in the history of cinema.
➔ Name an invention that has revolutionised the world of cinema and explain why.
- Name and differentiate between the different film genres.
➔ Name 3 film genres and describe their characteristics.

Self-assessment grid

Work in group

	☺	😐	☹
I took part in organising and carrying out the task.			
I cooperated actively within the group.			
I respected the other group members at all times.			
I was able to recognise and accept the skills and knowledge of the other members of the group.			
Everyone took part in our group discussions			
We asked the other members of our group for help when we needed it.			
I respected the deadlines			
I've finished my work.			
I've made an effort and I did my best			
I knew how to ask for help when I needed it			
The manipulation helped me understand the concepts			
I'm proud of my work and the result I've achieved			
I enjoyed taking part of this activity !			

☺ = Absolutely / 😐 = Partially / ☹ = Not at all

Teacher's comments :

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