

5. FILM FESTIVAL (CULMINATING ACTIVITY): SOCIAL STUDIES AND LANGUAGE ARTS

Grade Level – 1st through 5th Grade

E: How can we use a guide to plan a class an imaginary, health-themed class event?



A: Watch Film Festival video: www.jumpwithjill.com/watch/film-festival/

- Open class discussion with following sample questions
 - What was the purpose of this event?
 - *Jump with Jill* hosted a film festival to debut some of their newest video projects
 - What specific details did you see?
 - “Walkway, Stars from the videos, fans, singing, dancing, Question & Answer session with Jill, snacks, dinner after”
 - Did anything stand out to you?
 - How much time do you think it took to plan this event and what steps were needed to make all the parts come together?
- Have students complete Activity 1 *Reflecting on the Film Festival* as a class or individually.

T: Explain to students about the many steps it takes to plan an event. Tell them that there are even people known as event planners who plan events for a living!

- Tell the students that since they worked extremely hard on the previous lessons that they are going to work together to plan a magical, imaginary event for the whole class. Because Jill will obviously want to pretend to attend, make sure there is some kind of health theme to your event (even if it’s just making sure you are serving healthy snacks or walking your snails to get some exercise.) This can be done featuring individual ideas or in small groups or together as a class. Potential event ideas: take unicorn rides on rainbows, design a dragon petting zoo, build a playground in the sky.

FRUIT UNIT LESSON PLANS FOR THE NATIONAL WATERMELON PROMOTION BOARD

- Activity 2 *Design Your Own Event*. Students complete a graphic organizer similar to 1A with the who, what, where, when, why, and how of the proposed event.
- Activity 3 *Draw Your Event* - Students draw out what the event will look like.
- Activity 4 *Guide to the Event* - Students write out how the event will be executed so it's just like their dreams!

S: Ask students to reflect on what they think the best part of their imaginary event would be; ask students to reflect on what they think they would enjoy the most about other imaginary events from their classmates.

1ST GRADE

CCSS.ELA-LITERACY.RI.1.2

Describe characters, settings, and major events in a story, using key details.

2ND GRADE

CCSS.ELA-LITERACY.RI.2.3

Describe the connection between a series of events, concepts, or steps in a procedure within a text.

3RD GRADE

CCSS.ELA-LITERACY.RI.3.3

Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

4TH GRADE

CCSS.ELA-LITERACY.RI.4.3

Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

5th Grade

CCSS.ELA-LITERACY.RI.5.3

Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.

You may also find strong matches within your state social studies standards such as:

1st Grade Pennsylvania Social Studies Standard - 6.5.1.B

Identify different jobs and the purpose of each.

2nd Grade Pennsylvania Social Studies Standard - 5.2.2.D

Explain responsible community behavior.

3rd Grade Pennsylvania Social Studies Standard - 5.2.3.D

Describe how citizens participate in school and community activities.

4th Grade Pennsylvania Social Studies Standard - 5.2.4.B

Describe the sources of conflict and disagreement and different ways conflict can be resolved.

5th Grade Pennsylvania Social Studies Standard - 5.2.4.D

Describe how citizens participate in school and community activities.