



# PROGRAMME 13: ILLUSIONS

## AIM

The aim of this lesson is for children to appreciate, explore and identify the differences between an illusion and reality in the entertainment industry.

---

## LEARNING OBJECTIVES

Children will:

- identify the difference between an illusion and reality
  - explore the various ways entertainment uses illusions and special effects
  - use various illusions to entertain other children
- 

## SKILLS

- Communication
  - Co-operation
  - Self-management
  - Numeracy
- 

## MATERIALS

- DVD 1 episode 'Illusions'
  - Items for various tricks
- 

## VIRTUES

- Responsibility
  - Patience
  - Co-operation
  - Discernment
-

## LESSONS (*Adapt for Juniors*)

1. Start the lesson with a magic trick. A simple trick from a children's library book will do, such as a card trick. Perform the trick in front of the children and ask them how they think the teacher made the trick work. Explain that seeing is not always believing and the lesson will focus on explaining how some illusions are made to look real when they are not.

Now view the episode 'Illusions' on DVD 1. See CD Rom for printable worksheets.

---

2. Using the main ideas from the episode 'Illusions', have the children brainstorm ideas on what was considered an illusion and how it was explained. Put the ideas on a large sheet of paper or on the board.

### ILLUSIONS

Captain Cromedome is not entirely real because...

A studio green screen can...

An edit suite is used for...

Wrestling is not entirely real because...

Hitting someone can be disguised because...

Sound effects are used for...

Make-up can be used to...

Have a general discussion with the children on things they thought were real and whether or not their opinion has changed. For example... "I thought that everything about wrestling was real and that they really got hurt" or "I didn't realise that stunt people stood in for actors in films".

---

3. Discuss the various occupations people have that use illusions in their everyday lives. (Actors, editors, producers, directors, advertisers, magicians, entertainers, stunt people etc.)
- 

### Story Board on Illusions

4. Explain to the children that they are going to demonstrate, using words and pictures, what their favourite illusion was from the episode 'Illusions'. They have to explain how the illusion was made and draw a picture to help that explanation.
-

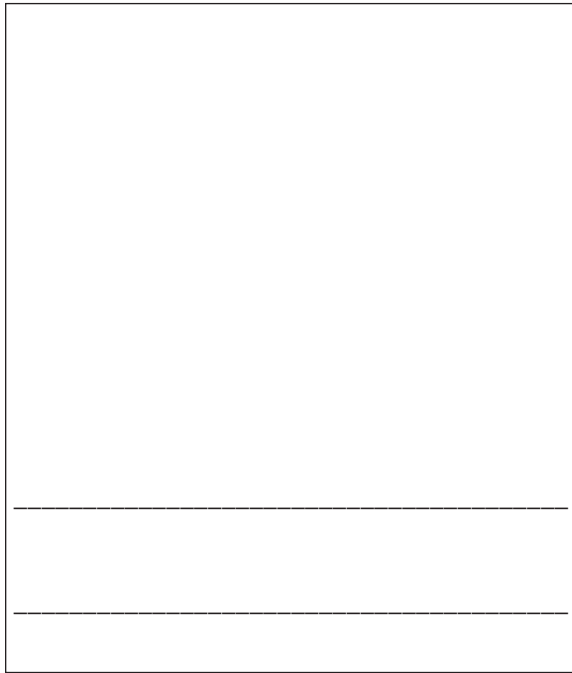


## ILLUSIONS EXPLANATION

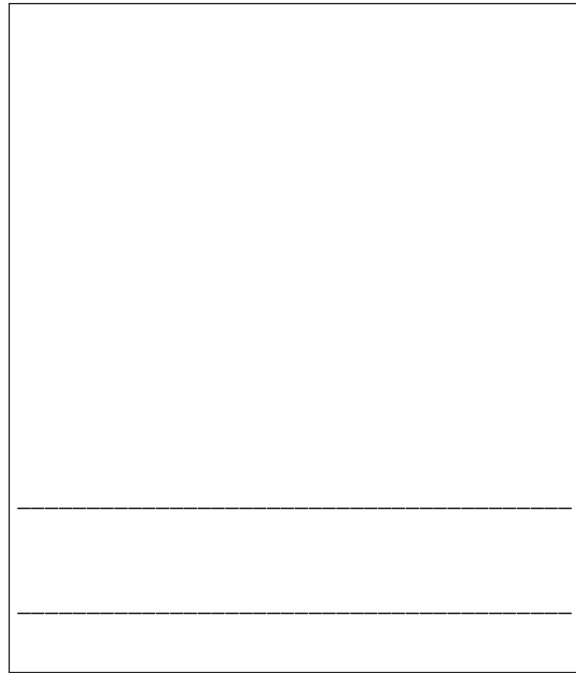
Name: .....

Date: .....

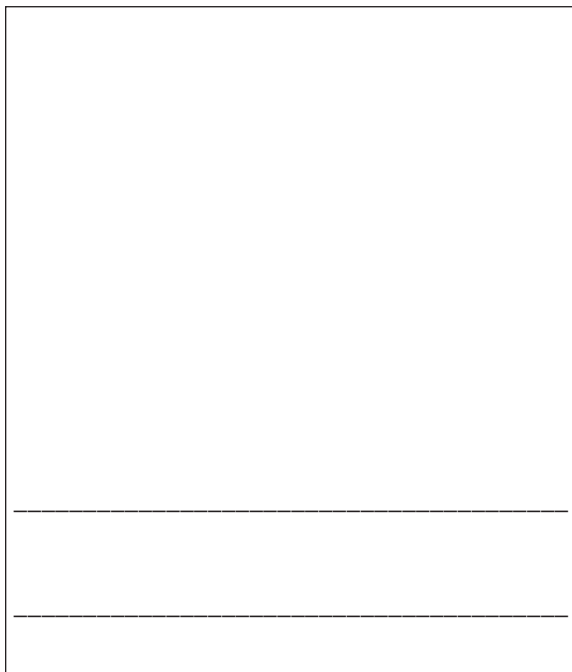
Choose four illusions from the episode 'Illusions' and draw a coloured picture on how the illusion is made or demonstrated. Add a sentence below the picture to help explain the illusion.



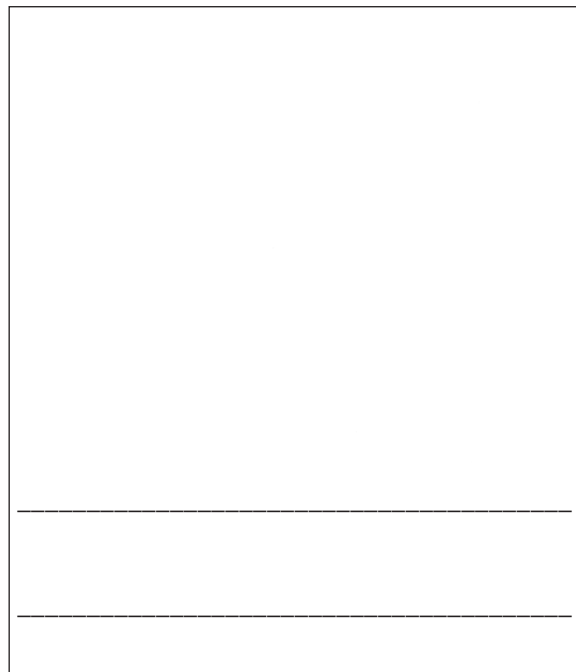
A large empty rectangular box for drawing and explanation, divided into two horizontal sections by a single line. The top section is for drawing and the bottom section is for writing a sentence.



A large empty rectangular box for drawing and explanation, divided into two horizontal sections by a single line. The top section is for drawing and the bottom section is for writing a sentence.



A large empty rectangular box for drawing and explanation, divided into two horizontal sections by a single line. The top section is for drawing and the bottom section is for writing a sentence.



A large empty rectangular box for drawing and explanation, divided into two horizontal sections by a single line. The top section is for drawing and the bottom section is for writing a sentence.

## SUPPLEMENTARY ACTIVITIES

### Drama

Give the children a range of magic trick books and have them rehearse, either individually or in small groups, tricks using a variety of items from the classroom or at home.

With partners, the children can create an illusion to present to the class. Maybe it could be a sound effect hidden away, or a trick like putting one of your arms up inside your jumper and pretending you only have one arm.

---

### ICT

Use the internet to research information on illusions on screen, tricks, stunt people and the blue/green screen. Write a report and summarise to the class.

Put together a short acting piece using some editing features to enhance the movie.

---

### Music

Using fairy tales, poems or short stories, have children make sound effects using a variety of items from the classroom. Give them time to rehearse/narrate a piece and perform it to another class or at assembly.

---

### Topic

Visit a film and television studio or editing suite and have them show you around their facilities and demonstrate what illusions they use in the studios with the equipment, props, costumes, set pieces and in the editing department.

Arrange a visit from an actor, editor, producer or director of film, theatre or television and ask them a range of questions in regard to what the tricks of the trade are e.g. illusions, blue screen, combat theatre, stunts, eye line when acting.

When Constable Bryan and Robert Bruce 'wrestled', Robert said that it was choreographed. Have the children work with their neighbours to see if they can name five other things that are choreographed at school, on TV and in community groups e.g. synchronised swimming, dancing, Krumping, Jump Jam etc.

---

### Written Language

Write a short screenplay or a story using a variety of illusions from the episode 'Illusions'.

Write a letter or an email to a famous actor and ask about the illusions they have performed in various movies or TV programmes.

Write a report on what an illusion is. Give examples with pictures and text.

---