

The Meaning of Silence

SECTION

This activity aims to help students analyze extratextual elements based on the visual content they watch and grasp the emotional and intellectual depth behind events. Using silent short films allows students to make inferences using visual clues such as facial expressions, body language, music, setting, and plot rather than verbal expression. This encourages students to interpret the conflicts experienced by characters, the development of events, and the messages conveyed through their own intellectual filters. This process also develops students' imagination and supports their empathy, interpretation, and analysis skills.

This activity is designed to develop the higher-order thinking skills of "inference," "evaluation," and "creative thinking." Through a silent short film, students not only develop their viewing skills but also have the opportunity to verbalize what they watch, connect it to the text, and connect it to their own life experiences. This activity, which supports the meaning-making process within the Turkish language course, can also lay the groundwork for oral and written expression.

LESSON

Turkish

CLASS

6

LEARNING OBJECTIVES

Ability to make high-level inferences to determine the deep meaning of what is listened to/watched

DURATION OF ACTIVITY

1 class house (40 Minutes)

REQUIRED MATERIALS

Silent short film (e.g., Pixar's "Piper"),
Paper,
Pencil

PREPARATION PROCESS AND IMPLEMENTATION

Before the activity, the teacher should select a silent short film, approximately 3–6 minutes long, appropriate for the students' age group and interests. Care should be taken to ensure the film contains a clear plot, character conflicts, or scenes of emotional intensity. The teacher should take notes of key moments in the film and plan the questions they will ask the students. Furthermore, materials such as observation forms, evaluation questions, or creative writing prompts to be used during the activity should be prepared in advance. A brief reminder of careful observation, observation, and inference-making from visual texts before the activity will facilitate the process.

DESCRIPTION OF ACTIVITY

1 INTRODUCTION (5 Minutes)

The teacher's questions help students prepare intellectually:

- "Can a story be told without using any words?"
- "Can we understand how someone is feeling just by looking at their face?"
- "Can we understand what a character is going through even if they don't speak?"

Students are informed that the film they will watch contains no speech but conveys emotion.

2 IMPLEMENTATION - (10 Minutes)

Students watch the film with concentration. They are allowed to take brief notes during this time.

DISCUSSION (25 Minutes)

3 watching the film, students are divided into small groups (3-4 people). The groups discuss the following questions:

- What events occurred in the film?
- How do you think the character felt? Why might he or she feel that way?
- Did the film have a message? If so, what was it?
- Which scene in the film affected you the most, and why?

After a short period of time, the groups share their ideas orally with the class.

TEACHER FEEDBACK

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Students are asked to write a short text on one of the following options:

Option A:

“I am telling the story of the movie in my own words.”

(The student writes down the events in the movie they watched, using their own interpretation.)

Option B:

“The inner voice of one of the movie’s characters.”

(The student writes the character's experiences and feelings in their own words.)

Option C:

“I am telling a similar memory from my own life, based on the events in this movie.”

Conduct individual and/or group evaluations based on the written texts and classroom observations.

ADDITIONAL SUGGESTIONS

□ **Movie Selection is Very Important:**

- Silent films should be short (maximum 6-7 minutes), have a clear plot, be appropriate for the student's age level, and have the potential to leave an emotional or intellectual impact.
- Films containing violence, anxiety-provoking elements, or complex symbols should be avoided.
- Films containing culturally familiar elements or universal themes may be preferred (e.g., loneliness, friendship, help, hope, dreaming, etc.).

□ **An Environment That Avoids Judgment Should Be Created:**

- It is natural for students to derive different meanings. Teachers should encourage multiple interpretations, avoiding the search for a single correct answer.
- Creativity and diverse perspectives should be welcomed, especially during the writing phase.

Time Management is Essential: Because the discussion and writing process is particularly enjoyable, it's possible to run out of time. Therefore, times can be clearly defined, and if necessary, the activity can be split into two lessons.

Creating an Emotion Dictionary: You can create an "emotion dictionary" as a class by writing down the emotions that emerged after the film on the board. This dictionary can later be used in creative writing.