

## Visual literacy: analysing cartoons

### Read what Charlotte says about this activity

The lesson will provide learners with the features of a cartoon strip, such as frames, characters, setting, facial expressions, body language, movement lines, font sizes, punctuations and speech bubbles. Where elements can be used to create awareness to social issues or create humour.

#### Stage 1: Warm Up (Pre-teach)

##### A game of charades

- The teacher will have cue cards with words for emotions and actions. Model acting out one of the words without speaking. Class volunteers try to guess the words,
- The teacher will assign five students to act, while the rest of the class try to guess the word on the cue card.

#### Stage 2: Presentation

Draw this simple comic strip on the board

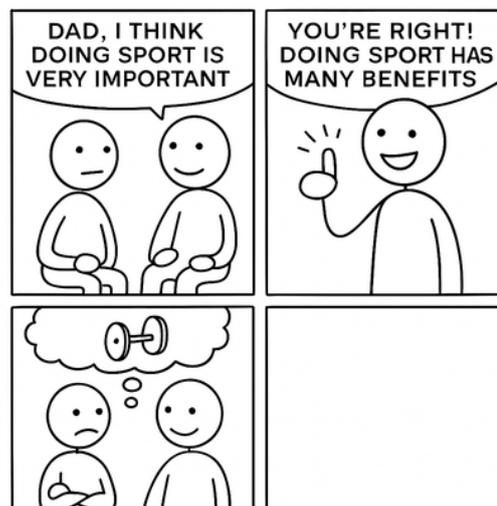


Image generated using Microsoft CoPilot

##### Panel-by-Panel Reveal

1. Draw only the first panel of the cartoon strip. Ask students to describe the characters (a father and son) and the setting. Ask: What are they talking about? What is the boy's opinion? Elicit phrases like "I think..." or "In my opinion..."
  2. Draw the second panel. Focus on the father's hand gesture and the text: "You're right! Doing sport has many benefits!" Elicit the meaning of 'benefits.'
- Ask students to predict what happens in the fourth panel.  
Encourage students to write their predictions in one sentence.

**Stage 3:  
Discussion**

**Cartoon Jargon and discussion**

Point to parts of the comic strip and elicit or introduce words for the elements.

**Cartoon strip elements**

- Frames
- Characters
- Setting
- Facial expressions
- Body language
- Movement lines
- Font size and punctuation
- Speech bubbles

**Stage 4: Missing  
panel**

**Creative Task**

Tell students to draw the fourth panel for the cartoon strip on a piece of paper. It's up to them how the story ends

**Peer Review and Presentation**

Have the students form groups.

In each group, the students should put their 'panels' face down. One student should shuffle the panels and then 'deal' them out, face up.

Without pointing, each student should describe their own panel. The other students should listen and look at the panels on the table to work out which panel is being described.

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