

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival for Young Audiences



Teacher's Resource: Horizon Beautiful

Level 2

Created by Shona Brownlee

Discovery Film Festival: Sat 19 October - Sun 3 November 2013

discoveryfilmfestival.org.uk

DCA

Dundee Contemporary Arts


EUROPA CINEMAS
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Introduction

Discovery Learning Resources give you exciting classroom activities to enhance Curriculum for Excellence delivery. They are created by classroom teachers and education professionals. Each resource aims to:

- Support and extend working with film in the classroom
- Help prepare teachers for a class visit to a Discovery Film Festival film and to extend the impact of that visit for delivery of CfE
- Develop confidence in Moving Image Education approaches and working with 21st Century Literacy /moving image texts

Each resource is free and available to download from www.discoveryfilmfestival.org.uk/resources or via the Discovery Film Festival area on GLOW, which can be found within the Dundee 21st Century Literacy Group.

We do hope that you find this useful and enjoy your cinema experience with us,

- Discovery Film Festival team



Horizon Beautiful

Dir. Stefan Jäger

Switzerland/Ethiopia 2013 / 1h30m

Synopsis

Horizon Beautiful tells the story of 12 year old football mad Admassu, determined to make it to the big time. Using all of his resourcefulness, Admassu embarks on an adventure to make sure a famous football mogul visiting Addis Ababa recognises his skill and opens the door to a career as a professional football player.

The cynical Franz could not be less interested in his promotional tour but following a staged kidnapping and rescue, he relies on the boy to return him to the capital. Through their journey together, both learn about making and breaking promises and following your dreams, but not at any cost.



Before the film

Watch the trailer for the film at: www.horizonbeautiful.ch

Some of the film is subtitled and it may be an idea to discuss this prior to your trip as the children may not have seen a subtitled film before.

Encourage the children to make predictions about what they have watched

- What kind of film do we think this is? Funny/sad/action/scary/romance?
- What do we think the film is about?
- What do we think about the characters we have seen?
- Where do you think the film is set?
- Did anyone recognise the caricature the main character was talking to at the start of the trailer? Does this give any clues as to what the film might be about?

*As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. **LIT 2-04a***

*I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. **LIT 2-07a***

Explain that the film is set in Ethiopia and discuss anything they may already know about Ethiopia. Use Google Earth to locate Ethiopia and discuss its distance from Dundee/Scotland

*To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. **SOC 2-14a***



After the film

Discuss the predictions made before watching the film and compare to their opinions having seen the whole film.

Points for discussion:

- What did you think about the setting? Was this what you expected an African country to look like?
- Why do you think Admassu and his friends choose to wash cars instead of going to school?
- What clues told us that Admassu was poor?
- What did you think of Admassu's home?
- Why was Admassu so keen to become the next Messi?
- What words could you use to describe Mr Franz?
- Does Mr Franz' character change as the film progresses? Why?
- What words could you use to describe Admassu?
- Why was Admassu so determined to make Mr Franz take him to Barcelona?
- Mr Franz gives his bodyguard a 'Football is Hope' sticker. What do you think this means?
- Why does Mr Franz appear to dislike children?
- What do you think Mr Franz learned from his experiences in Ethiopia?
- What can you remember about the lengths the villagers had to go to to make the football pitch?
- What did you like/dislike about the ending to the film? Were you surprised with the way the film ended?

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. **LIT 2-04a**

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. **LIT 2-07a**

When listening and talking with others for different purposes, I can:

- share information, experiences and opinions
- explain processes and ideas
- identify issues raised and summarise main points or findings
- clarify points by asking questions or by asking others to say more. **LIT 2-09**





Writing Activities

1. Change the ending

If Mr Franz had survived his heart attack, what do you think would have happened? Would he have kept his promises to Admassu? Write about how Admassu's life may have changed. Would he have been happier if he had achieved his dream?

2. Character Description

Choose one of the main characters and write a description. The description should include interesting adjectives to best describe the character's appearance, personality and behaviour. Explain your opinions on this character.

3. My hopes and dreams

Write about your hopes and ambitions for the future. What do you think you will have to do to achieve your dreams? Think about people who may be able to help you pursue your ambitions. Do you have a role model who inspires you?

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

LIT 2-26a

I can convey information, describe events, explain processes or combine ideas in different ways.

LIT 2-28a

Discussion Activity

Throughout the film, Mr Franz proves himself to be a rude and selfish character who is uninterested in other people. Admassu on the other hand is helpful and polite and helps Mr Franz quoting a lesson from his father "you help people, people help you."

What do you think about this statement? Is it true? Should you try to help others? Why?

I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. **RME 2-05b**

Despite Mr Franz breaking his promise to Admassu the young boy turns life saver as he seeks help when Mr Franz becomes ill.

Children could work in groups to create a poster outlining steps to be taken in an emergency.

I know of actions I can take to help someone in an emergency. **HWB 2-42a**

I can convey information, describe events, explain processes or combine ideas in different ways.

LIT 2-28a



Comparison Activities

This film offers excellent opportunities for children to compare and contrast their own lives with that of someone else:

- Discuss what they think life might be like for an Ethiopian child and how it might be similar or different to their own experiences.
- In groups, children could make comparisons about urban and rural environments, clothing, transport, technology and communication, shopping, housing, leisure facilities.
- Use the internet to carry out research and create a factfile about the country and its people.

By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. **SOC 2-19a**

Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others. **SOC 2-20a**

As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations. **TCH 1-03a / TCH 2-03a**

Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. **TCH 2-03b**



Problem Solving/Design Activity

In the film, Admassu and his friends, unable to afford a football, gather used plastic bags and other items to make their own. As a group challenge, children could identify materials which could best be used to make their own usable football of a specific size.

Through discovery and imagination, I can develop and use problem-solving strategies to construct models. **TCH 1-14a / TCH 2-14a**

Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback. **TCH 1-14b / TCH 2-14b**

I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. **EXA 2-06a**

Art Activity

Admassu Amare's name translated means "the horizon becomes beautiful".

Throughout the film there are many long camera shots of beautiful horizons.

Children could create their own horizons using black paper to make the silhouette outline of a rural or urban landscape then mix paint to create either warm or cold colours for the sky. Inspiration could be taken from the film, from a place that is meaningful to the individual child or could be an imaginative creation.

I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. **EXA 2-02a**

I can create and present work that shows developing skill in using the visual elements and concepts. **EXA 2-03a**

Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. **EXA 2-04a**



Useful References / resources

Other still images which you may find useful are available at: www.horizonbeautiful.ch

You may wish to discuss with your class how the famine in Ethiopia hit the British press in 1984 and the impact of the fundraising events worldwide which followed. A short video clip can be found at

www.bbc.co.uk/learningzone/clips/bob-geldof-and-the-ethiopian-crisis/3883.html

Evaluating this resource

We hope that you found this resource useful and appropriate.

Please do send us film reviews, letters from your pupils, documentation of classwork and your feedback by e-mailing mike.tait@dca.org.uk

Would you make a good Discovery Film Festival Case Study?

We are seeking a number of simple Case Studies in how teachers have used or are using Discovery films in the classroom across Curriculum for Excellence and across the Levels.

Any case studies that we develop would be intended for presentation on GLOW, the Creativity Portal and on Discovery Film Festival websites. We have a simple template to be completed and are keen to have classwork and documentation included.

If you would like to be a Discovery Case Study please e-mail sarah.derrick@dca.org.uk