

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: Supa Modo

Levels 1 and 2

Created by Shona Brownlee

Discovery Film Festival: Sat 20 October - Sun 4 November 2018

discoveryfilmfestival.org.uk

DCA

Dundee Contemporary Arts


EUROPA CINEMAS
MEDIA-PROGRAMME OF THE EUROPEAN UNION

DUNDEE
ONE CITY, MANY DISCOVERIES


CREATIVE LAND
ALBA | CHRUTHACHAIL

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With support from DCA Cinema and Learning teams



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



Supa Modo

Dir: Likarion Wainaina

Germany/Kenya 2018 / 1h14m

Kikuyu, Swahili and English with English subtitles

Synopsis

Jo, a witty 9-year old terminally ill girl is taken back to her rural village to live out the rest of her short life. Her only comfort during these dull times are her dreams of being a Superhero, which prove to be something her rebellious teenage sister Mwix, overprotective mother Kathryn and the entire village of Maweni think they can fulfill.

Advisory: The film deals sensitively with the issue of childhood terminal illness, however may be worth considering if any pupils in your class have suffered a bereavement.

There are a few instances of mildly inappropriate language to be mindful of - "hey sexy" and "she has been whoring" - though these are used within the context of the film.



Before watching the film

The trailer for the film can be found at <https://www.youtube.com/watch?v=G7ToKioHCoU>

- What kind of film do we think this will be?
- Does the setting look like we expected?
- Who do you think the main characters are?
- What do you think will happen?

The film is in Swahili and Kikuyu with English subtitles and it may be an idea to discuss this prior to your trip as some children may not have seen a subtitled film before.

*As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. **LIT 1-04a***

*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 and asking different kinds of questions. **LIT 1-07a***

*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***

Making Links

Use Google Maps to identify where Kenya is in relation to Scotland.

Discuss familiar superheroes and superhero movies.



After watching the film

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

Points for discussion:

- Why do you think Jo's mum and sister disagreed about bringing her home from the hospital?
- Why did Mwix try to convince Jo she had superpowers?
- The movie tagline is "Heroes Live Forever" (**Appendix 1**). Why has the film maker chosen this?
- Jo's Mum said "What's the harm in a little pretending?" Is this the same as lying?
- Recap the different situations that Mwix sets up to make Jo think she has superpowers.

*When I engage with others, I know when and how to listen, when to talk, how much to say, When to ask questions and how to respond with respect. **LIT 1-02a***

*When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a***

Literacy Through Film

Using the three Cs – colour, character and camera - and the three Ss – setting, story and sound - is a useful starting point when analysing film.

Set up a walkabout talkabout activity with the six different headings. Children should move around each of the tables, noting down their own thoughts about what they noticed about each. After the follow up discussion, children can make their own notes for each section (**Appendix 2**).

I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts. LIT 1-15a

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-15a



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Art & Design



Jo was very keen to ensure she would have a proper costume as the star of her movie. Discuss the variety of costumes and masks familiar superheroes wear. In what ways do costumes help superheroes? Would they still have superpowers without their costumes?

Children could design their own mask using **Appendix 3** as a template, personalising with original designs.

*I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. **EXA 1-02a***

*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 using the visual elements of line, shape, form, colour, tone, pattern and texture. **EXA 1-03a***

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

*Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. **EXA 1-05a / EXA 2-05a***



Writing

Using their masks as a stimulus, children could decide on what their superpower would be. Discuss in pairs or small groups, talking about why they would choose this superpower.

Once they have decided on their superpower, children can create their own alter-ego superhero, writing about how they gained their powers and how they are used.

Children could then create their own comic strip, outlining an adventure for their superhero (**Appendix 4**).

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 1-20a / LIT 2-20a

I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a

In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. LIT 2-22a

Throughout the writing process, I can check that my writing makes sense. LIT 1-23a

Throughout the writing process, I can check that my writing makes sense and meets its purpose. LIT 2-23a

I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. LIT 1-24a

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a

By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-26a

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



Health and Wellbeing

Mwix convinces her local community to rally together, first to convince Jo that she has superpowers and then to join in to make Jo's dream of making a movie come true.

Discuss the importance of family and community when it comes to dealing with difficult situations.

After narrowly avoiding being knocked down by a van, Jo reveals that she knew all along that she did not have superpowers. Discuss with the children why she went along with this. What does this tell us about the kind of person Jo is?

*I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. **HWB 1-02a / HWB 2-02a***

*I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. **HWB 1-03a / HWB 2-03a***

*I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. **HWB 1-04a / HWB 2-04a***

*I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB 1-05a / HWB 2-05a***

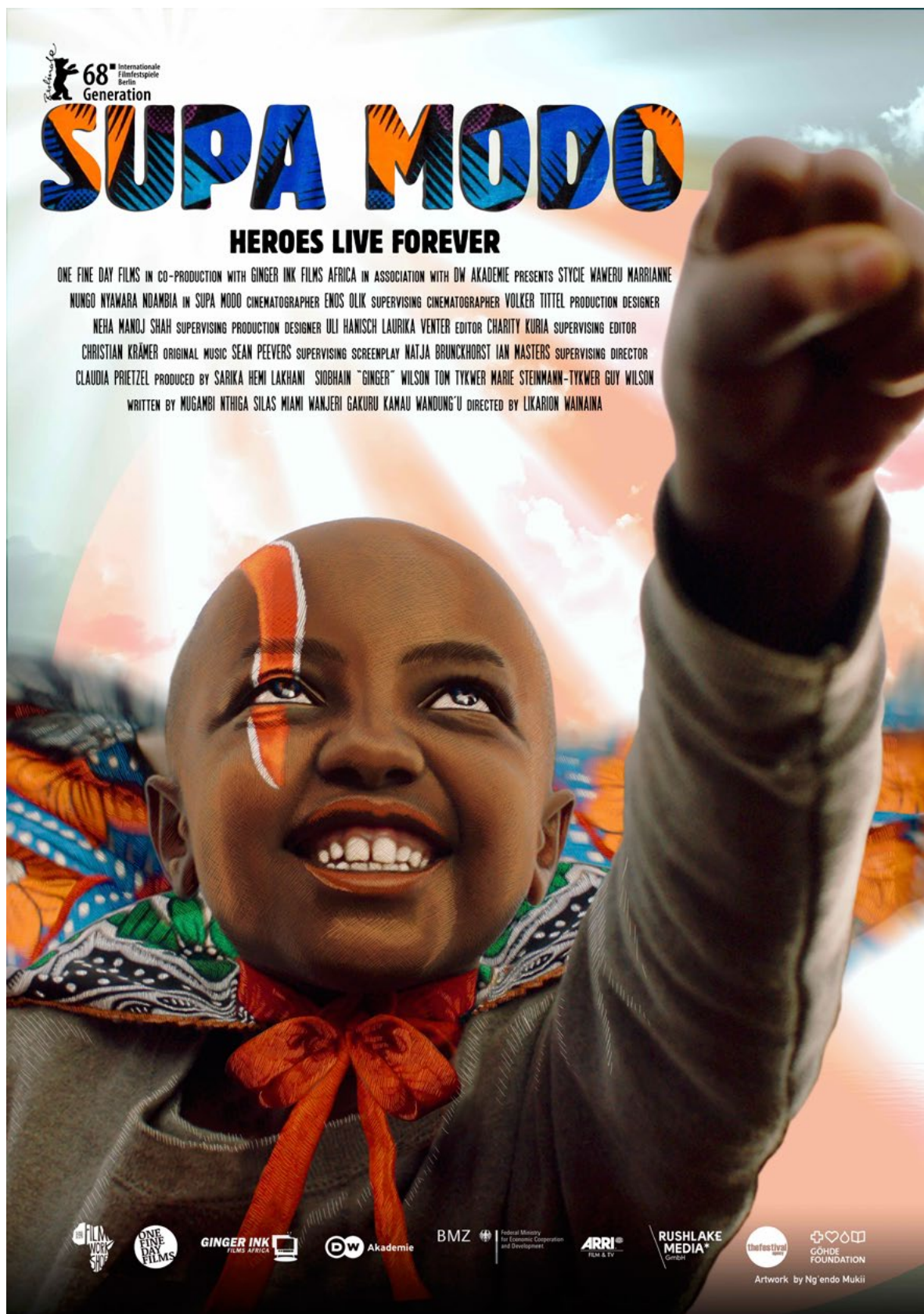
*I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. **HWB 1-07a / HWB 2-07a***

*I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. **HWB 1-08a / HWB 2-08a***

*I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB 1-05a / HWB 2-05a***

Additional Resources

Appendix 1





Appendix 2

Analysing Film

Using the 3 C's and the 3 S's is a useful way to structure ideas about film.

Use the boxes below to make your own notes under each of the headings.

SETTING

How did the settings compare with your expectations of a film set in Kenya? What were the differences compared to our local area?

SOUND

How does the filmmaker use music or sound effects to build tension/create atmosphere?

STORY

Were there any surprises with the plot? What did you think about Mwix's plan to make Jo think she had superpowers?

CHARACTER

Did you have a favourite character? Could you empathise with the characters?

CAMERA

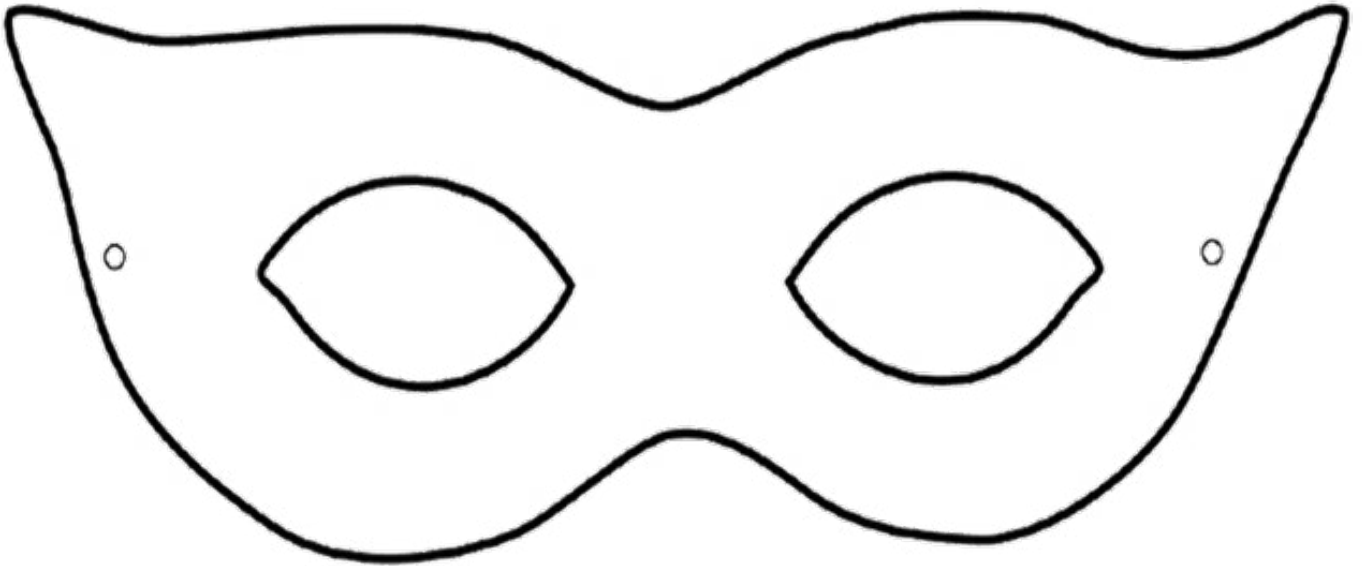
The filmmaker uses a range of shots to convey different messages. When are close up and long range shots used?

COLOUR

Does the use of colour add to the overall effect of the film? Did you notice any contrasts in the use of colour and how it changes the atmosphere?

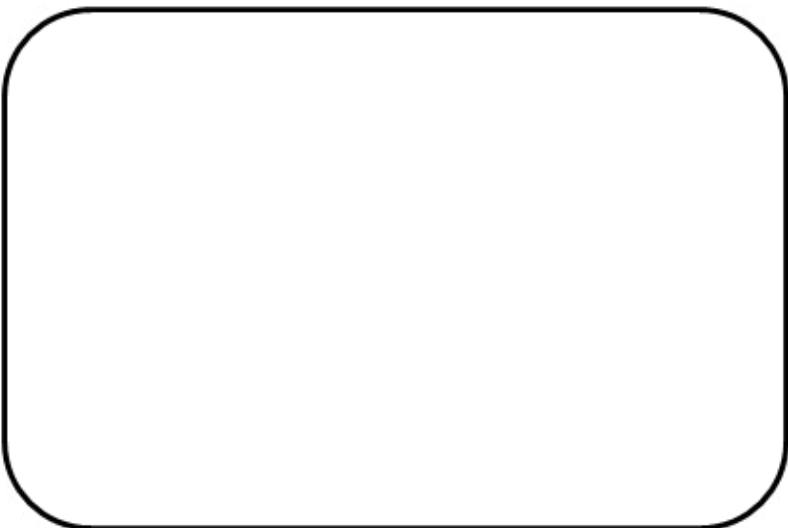
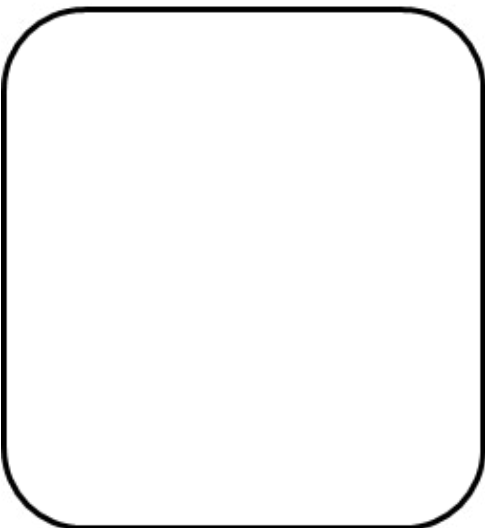
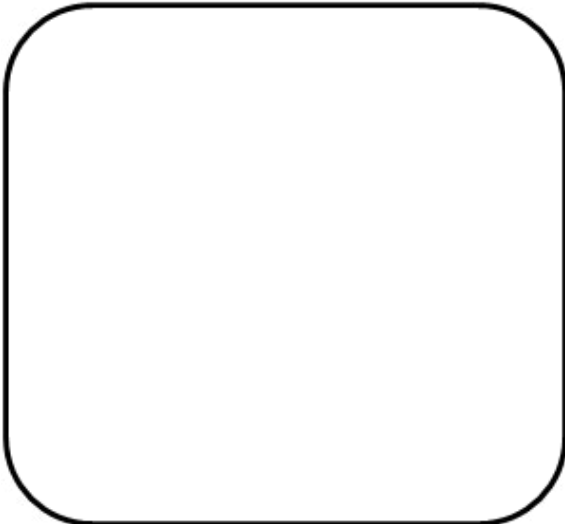
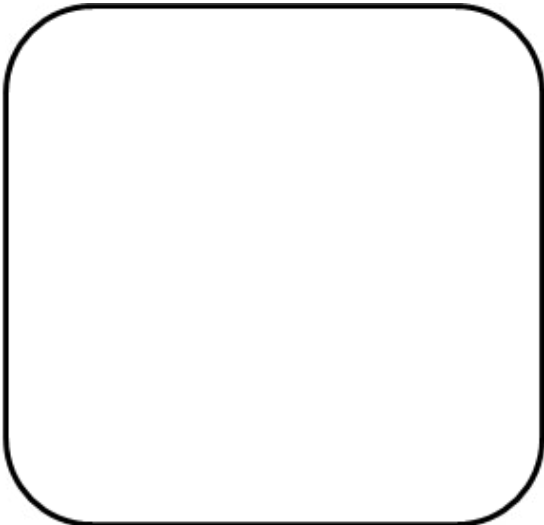


Appendix 3





Appendix 4





Bereavement

This film deals with the issue of a terminally ill child. It is dealt with sensitively but children may have additional questions about this or wish to share their experiences of death. For further information please see the links below.

<https://childbereavementuk.org/for-schools/primary-schools/>

https://www.elephantsteaparty.co.uk/uploads/asset_file/DOWNLOAD%20WHOLE%20DOCUMENT.pdf

https://www.seemescotland.org/media/8151/whole_school_approach_to_lossandbereavement.pdf

<https://www.winstonswish.org/supporting-you/support-for-schools/>



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