

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival for Young Audiences



Teacher's Resource: Bekas (Up & Away)

Levels 3 & 4

Created by Andy McLaughlin

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

discoveryfilmfestival.org.uk

DCA

Dundee Contemporary Arts


EUROPA CINEMAS
MEDIA-PROGRAMME OF THE EUROPEAN UNION



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With support from DCA Cinema and DCA Community & Education Team



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.

Bekas (Up & Away): Curriculum for Excellence subjects / themes
Modern Studies, English/Languages, PSE

Relationships, Poverty, Impact of War, Globalisation, Developing World, Rights of the Child, Progress v Religion, Forgiveness

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

- Discovery Film Festival team



Bekas (Up & Away)

Dir. Karzan Kader

Sweden/Finland/Iraq 2012 / 1h32m

Synopsis

Iraqi Kurdistan in the 1990s was a region facing genocide and persecution at the hands of Saddam Hussein's brutal regime. Zana and Dana are Kurdish brothers, left orphaned by the conflict and struggling to get by with only their shoe shining stalls to live off.

When they catch a glimpse of *Superman* at the local cinema they hatch a plan to travel to America and ask their hero to right all the wrongs that have befallen them. With only each other for company they set off on a donkey called 'Michael Jackson', despite no real idea of where America is and in the face of Saddam's border guards who stand in their way.

This heart-warming film shows the hardship of life in Iraqi-Kurdistan through the innocent eyes of children and how chance encounters and lucky escapes can be the difference between life and death.

Before the film

You can view the official theatrical trailer here: <http://youtu.be/VPre6KTyGas>



After the film

Relationships

The film highlights the importance of relationships. When Baba Shalid asks Zana to break the sticks, he tries to teach him the importance of ‘sticking together’.

Despite all of their bickering, Zana and Dana always return to each other. In the final scenes, when Dana has stepped on the landmine, we see the loyalty and love the brothers feel towards one another come to the fore in very different ways.

This film provides ample discussion starters to explore the “qualities and skills required to sustain different types of relationships” (HWB 4-44b).

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 4-05a

I understand the importance of being cared for and caring for others in relationships, and can explain why. HWB 4-44a

I understand and can demonstrate the qualities and skills required to sustain different types of relationships. HWB 4-44b

I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships. I understand the different contexts of such relationships including marriage. HWB 4-44c

I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a



Young Carers

It also enables discussion on the difficulties and challenges faced by Young Carers.

For his elder brother, the story depicts the difficulties of caring for a younger sibling through very difficult times. Without parents, it is Dana who must provide for Zana, protect his brother from the harsh realities around them, and guide him through everyday life and the practical nuances of business and religion. But who is looking out for Zana? What sacrifices is he forced to make? (eg. making adult decisions; wanting to stay near Helliya)

A young carer is a child or young person who has a caring role and/or is affected emotionally by a family member's long-term illness, disability, mental health or alcohol/addiction problems. Information about Young Carers can be found at <http://www.youngcarers.co.uk/>.

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I can explain the importance and the enduring and complex responsibility of being a parent/carer, and the impact on life choices and options. HWB 4-51a



Forgiveness

Throughout the film we see Zadan having to forgive Dana (in the mosque, when he disappears, when he gives back the necklace). Is Dana selfish? Or should he be forgiven for making wrong choices occasionally because he is also young?

All of the major religions talk of forgiveness. The boys are Muslim, use the film as an opportunity to explore how the Qur'an instructs Muslims to approach forgiveness.

Compare this with Christianity's "turn the other cheek" as opposed to the Jewish "an eye for an eye, a tooth for a tooth" approach.

You may wish to use this sketch from *The Fast Show* to explore the stereotypes surrounding Christians and Forgiveness http://youtu.be/e0_sj2hAb84

- Why do the major religions focus on forgiveness and repentance?
- Why is it so hard for us to forgive each other when we have been wronged?
- Why is there such a difference between the Jewish and Christian models? (Explore the role Christ plays in Christianity by dying for the sins of man).
- How would the world be different if people forgave more easily?

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Having considered key Christian beliefs, I can express reasoned views on these and discuss how putting them into practice might affect individuals and society. I can confidently support my own responses to these issues of belief. RME 4-01a

I can apply my developing understanding of morality to consider a range of moral dilemmas in order to find ways which could promote a more just and compassionate society. RME 4-02b

Through researching a range of Christian traditions, practices and customs, I can explain their significance across a range of Christian Traditions. I can consider the place of these in the contemporary religious life of Scotland. RME 4-03a

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Through exploring a range of issues of morality, I can consider the responses of world religions to these issues and relate these to my own developing values. RME 4-05a

I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a

Through researching a range of traditions, practices and customs of world religions, I can consider the place of these in contemporary life. RME 4-06a

Having reflected upon and considered a range of beliefs, belief systems and moral viewpoints, I can express reasoned views on how putting these beliefs and values into action might lead to changes in society. RME 4-09a

I am able to apply my understanding of a range of moral viewpoints, including those which are independent of religion, to specific moral issues and am aware of the diversity of moral viewpoints held in modern Scotland and the wider world. RME 4-09b

I have considered the need for reconciliation in situations in society. RERC 4-22a





Conflict and the Rights of the Child

The film is full of examples of how conflict affects children – families, homes, education, legacy danger of landmines, life under military rule.

- **Give pupils 2 minutes to list all of the ways in which the life of children can be disrupted by conflict (they can use scenes they remember from the film to help but should be encouraged to think deeper).**

“Conflict” can mean many things. Have pupils call out examples of conflict that might affect children/young people.

In pairs or individually, pupils should choose from this combined list to build a resource (role play, posters, news bulletin, newspaper reports) to educate the rest of the school about the impact on conflict on young people (this may include domestic conflict, sibling rivalry, divorce, bullying, gangs, wars).

Using the SCCYP resources on the UN Convention on the Rights of the Child, tie-in specific rights to the type of issues being addressed in each of the ‘conflicts’ the pupils have chosen. Please send photos/videos of the end products to the DCA. See below for Case Study opportunities.

*I can contribute to a discussion on the extent to which people’s needs should be met by the state or the individual. **SOC 4-16a***



Persecution in Kurdistan

Using Zana and Dana's parents as a starting point, encourage your class to explore the reasons behind the genocide of the Kurdish people under Saddam Hussein.

- When and how did Kurdistan become autonomous?
- What did the Kurdish people do?
- What was Saddam's response?

*I can contribute to a discussion on the extent to which people's needs should be met by the state or the individual. **SOC 4-16a***

*Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected. **SOC 4-16b***

*I can analyse the factors contributing to the development of a multicultural society and can express an informed view on issues associated with this. **SOC 4-16c***

*I can critically analyse the relative importance of the contribution of individuals or groups in bringing about change in a significant political event. **SOC 4-17a***

*I can contribute to a discussion on the actions and motives of a group or organisation which seeks to achieve its aims by non-democratic means. **SOC 4-18c***



Progress and Religion

Zana helps the old man with the cart and in the process hears his views on satellite TV. Why is the old man against the satellites? What can we tell about the man's religious and moral beliefs based on his discussions?

How has the expansion of power and influence of the USA impacted on the cultures, attitudes and experiences of the people in regions like Kurdistan, Iraq and Afghanistan?

Pupils should be prompted to think about globalisation of ideologies (capitalism, democracy) as well as cultural globalisation (Coca-Cola and *Superman* are used in the film as symbols of freedom and success).

I can present an informed view on how the expansion of power and influence of countries or organisations may impact on the cultures, attitudes and experiences of those involved.

SOC 4-19a

I can compare and contrast two world ideologies to express an informed view on how ideology affects the lives of people. **SOC 4-17c**



Creative Writing

The film provides a fantastic opportunity for your class to think about writing their own book / script.

1. Think About The Title

The film title in the UK is “Up and Away” but the original title is “BEKAS”.
Can any of the class remember what BEKAS means? (It means “without family”)

- Which is the best title for the film?
- Now that they have seen it, what would your pupils have called the film in English?

2. Think About The Ending

Continuing with this theme, the film ends abruptly with no ‘happy ending’. Instead the brothers have survived through yet another narrow escape. How would your pupils end their story? Set them the task of writing a final scene.

Have them storyboard their ideas. If they are happy to do so, they can act out their scenes.

I can demonstrate sensitivity, precision and depth in the portrayal of a character, conveying relationships and situations in a variety of settings and to different audiences. EXA 4-12a

I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response.

I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style. LIT 4-01a

I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 4-20a

As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs. LIT 4-22a

By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. LIT 4-26a



Follow up

Invite experts in to school to talk to pupils about life under Saddam's reign and how life has changed in Kurdistan over the last 30 years.

For example the Medical School at the University of Dundee has strong links with the region <http://www.uod.ac/en/vnews/734>, as does Dr Yadgar Ahmmad at the Centre for Water Law, Policy and Science <http://www.dundee.ac.uk/water/staff/alumni/dryadgarahmaad/>

Make contact with a school in Kurdistan for a webchat via GLOW. This can be an excellent opportunity for pupils to learn more about life in war-torn part of the world.

The British International School in Kurdistan may be a good initial contact:

<http://www.bis-kurdistan.co.uk/>

After learning about the context of the film, your pupils might like to start a Human Rights group. The Amnesty International site has lots of information and advice on doing this:

<http://www.amnesty.org.uk/content.asp?CategoryID=10390>

Your school may wish to undertake the Unicef Rights Respecting School Award (<http://www.unicef.org.uk/rrsa>) or Amnesty's equivalent Rights Friendly School programme (<http://www.amnesty.org/en/human-rights-education/projects-initiatives/rfsp>) - there are lots of useful activities and relevant information in the Amnesty handbook.

Useful References/ resources

The BEKAS Facebook page – run by the production team:

<https://www.facebook.com/bekas.film>

Amnesty International

<http://www.amnesty.org/>

UNCRC/Rights of the Child resources

<http://www.sccyp.org.uk/resources>

<http://www.uncrcletsgetitright.co.uk/>

Young Carers

<http://www.youngcarers.net/>

<http://www.nhs.uk/carersdirect/young/Pages/Youngcarershome.aspx>



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