

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: 5 Rupees (Idgah)

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

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ONE CITY, MANY DISCOVERIES

 
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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



5 Rupees (Idgah)

Dir: Piyush Panjuani

India 2017 / 1h22m

Hindi with English subtitles

Synopsis

Ameena is a poor old grandmother who lives in a tiny village in the foothills of the Himalayas, with her 7-year-old grandson Hamid. It's the last day of Ramadan and Hamid is excited by the prospect of breaking his final fast and celebrating Eid and going to the fair with his friends. But when the five-rupee coin his grandmother has been saving for his Eid gift goes missing, a chain of events start that end up with grandmother and grandson discovering hidden sides to each other.

5 Rupya is based on the classic Indian short story *Idgah*, by Shri. Munshi Premchan.

Advisory: Throughout the film, Hamid questions the return of his parents. We later discover that his parents have died. This is dealt with sensitively however may be worth considering if any pupils in your class have suffered a bereavement. There is one scene, towards the end of the film, where Granny shouts at and hits Hamid. Some children may find this mildly upsetting.



Before watching the film

Discuss with pupils what they already know about India, brainstorming ideas about cities, people, religion etc.

There is not a traditional trailer available for this film, however, a series of stills from the film have been arranged to an accompanying piece of music and begins to give a flavour of the film. This can be found at <https://www.youtube.com/watch?v=fXRjS-UMufg>

- What kind of film do we think this will be?
- Who do you think the main characters are?
- What do you think will happen?
- What language do you think this film is in?

The film is in Hindi 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 the Kashmir region of India is in relation to Scotland.

Do any of the children have any knowledge of other films/stories set in India?

Hamid's Granny Ameera is played by Shabana Azmi, a very well-known Indian film star, whose performances have earned her many awards. Pupils can research her career at

https://www.imdb.com/name/nm0000818/bio?ref_=nm_ov_bio_sm

https://en.wikipedia.org/wiki/Shabana_Azmi

Further information about the short story *Idgah* can be found at

[https://en.wikipedia.org/wiki/Idgah_\(short_story\)](https://en.wikipedia.org/wiki/Idgah_(short_story))

https://archive.org/stream/Idgah-English-Premchand/idgah_djvu.txt





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:

- Was the rural location what you expected from a film set in India?
- Money was very tight for Hamid and his Granny. How did they make ends meet? Did Hamid realise the consequences of taking Granny's money?
- What did you enjoy/not enjoy about the film? Can you justify your answer?
- Living in such a rural location, how did the community know that Eid had arrived?

*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 C's – colour, character and camera and the three S's – 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 1**).

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**





Writing

Choose either Hamid or Granny and brainstorm adjectives to describe their character and their feelings. This can be done in pairs or in larger groups.

Record these inside the body outline (**Appendix 2**). These words can then be used to create a character description.

*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***

Social Studies

This film provides an excellent stimulus for exploring India. The film is set in the Kashmir region of India and this setting may differ from the children's preconceptions of what India looks like.

Draw comparisons between homes, schools, jobs and leisure activities that the children are familiar with and those shown in the film. Record these on a sheet with the headings 'Similarities' and 'Differences'.

As Hamid makes his way to school, he is transfixed by the array of flora and fauna in the forest. How does this compare with pupils' journeys to school?

Having explored the landscape of my local area, I can describe the various ways in which land has been used. SOC 1-13a

I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area. SOC 2-13a

By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. SOC 1-13b

Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a

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





Technologies

The rural location of this film demonstrates how technology has progressed and how advances in technology have changed society.

Throughout the film we see examples of how technology used to be as Granny lights the fire by hand in order to cook the bread for breakfast, grinds grain by hand to make flour and uses a hand-operated sewing machine. We see Hamid having a shower from a bucket and watch as the Ferris wheel at the fair is operated by a man walking on the rungs.

These all provide good opportunities for problem solving to identify ways in which items used to work compared to modern times and work with a variety of materials to construct their own models.

I can explore the latest technologies and consider the ways in which they have developed.
TCH 1-05a

I can investigate how product design and development have been influenced by changing lifestyles. **TCH 2-05a**

I understand how technologies help provide for our needs and wants, and how they can affect the environment in which we live. **TCH 1-07a**

I can make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment. **TCH 2-07a**

I can design and construct models and explain my solutions. **TCH 1-09a**

I can extend and enhance my design skills to solve problems and can construct models.
TCH 2-09a

I can recognise a variety of materials and suggest an appropriate material for a specific use.
TCH 1-10a

I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task. **TCH 2-10a**



RME

This film is set during the final day of Ramadan and offers an excellent opportunity to explore the faith of Islam, its festivals, cultures and traditions. Children could investigate the 5 pillars of Islam and the importance of Ramadan to Muslims.

Children should be encouraged to share their own experiences of religious festivals and to find similarities and differences between faiths.

Hamid stealing the 5 rupees provides a great opportunity for debate and discussion. How do children feel about the fact that he has stolen from his Granny? Did the fact he bought something for Granny from the fair make it ok?

Throughout the film, Hamid sees the whirling dervish spinning and dancing and there are frequent sightings of white feathers. In what ways are these significant?

*I can talk about my own beliefs, or express them in other ways. **RME 1-04c***

*I can show understanding of the beliefs of world religions and explore the similarities and differences between these and my developing beliefs. **RME 2-04c***

*I am discovering how followers of world religions demonstrate their beliefs through prayer/meditation, worship and special ceremonies. I am developing respect for the practices and traditions of others. **RME 1-06a***

*I am increasing my knowledge and understanding of different forms of worship and artefacts within world religions and can explain their importance for followers of world religions. **RME 2-06a***

*I am developing an awareness of the ways in which followers of world religions celebrate different times of year and can relate these to my own life and community. **RME 1-06b***

*Through investigating and reflecting upon the ways in which followers of world religions mark major life events and times of year, I can explain key features of such festivals and celebrations. **RME 2-06b***

*I am developing respect for others and my understanding of their beliefs and values. **RME 1-07a / 2-07a***

*I am developing an awareness that some people have beliefs and values which are independent of religion. **RME 1-09a***

*I am increasing my understanding of how people come to have their beliefs, and further developing my awareness that there is a diversity of belief in modern Scotland. **RME 2-09a***

Health & Wellbeing



Relationships are a key theme in this film. Explore the relationships between Hamid and his Granny, Hamid and his friends and Granny and the other women in the village.

- Are these positive relationships?
- Are the other boys good friends to Hamid? How do we know?
- What are the qualities of a good friend?
- What has caused the tension between Granny and the other women?

Some of the themes in the film are sensitive but should be discussed to help the children understand why they are important and how to deal with such situations should they arise.

- When Hamid returns from the fair, Granny is very angry and hits him and shouts at him. She is then full of remorse for her actions. This scene should be discussed sensitively to ensure children understand that this treatment of Hamid is unacceptable.
- Hamid's Granny has told him that his parents will return at Eid. His friends are of the opinion that once you are dead you can't come back. Does Hamid understand that his parents have died?

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



Health & Wellbeing

*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

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 India?

SOUND

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

STORY

Were there any surprises with the plot? What were your opinions on what Hamid bought with the 5 rupees?

CHARACTER

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

CAMERA

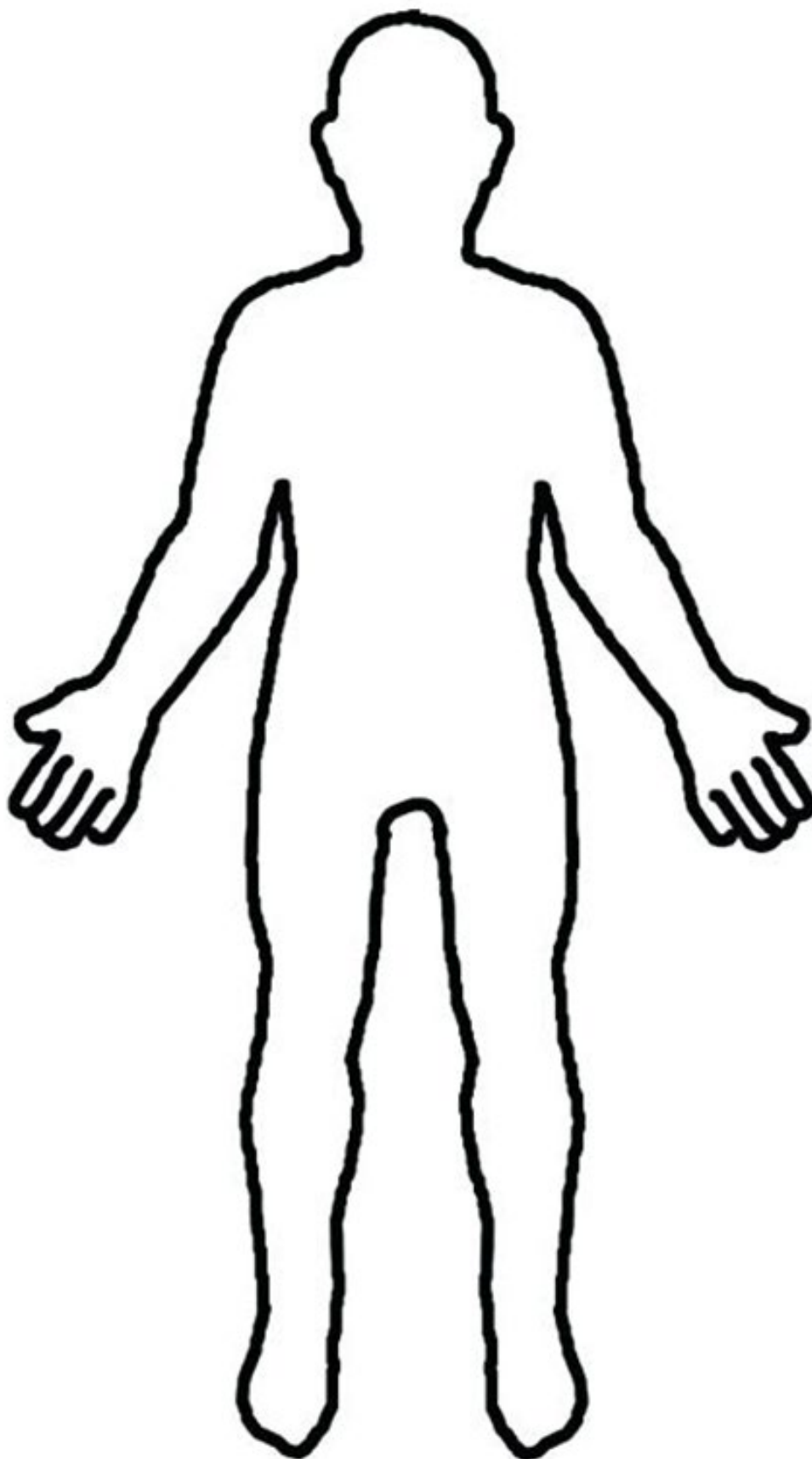
The filmmaker uses a range of shots to convey different messages. When are close up and long range shots used?

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 2





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