

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: Beyond Clueless

For Nat5/Higher Media and English S4-6

CFE Literacy/English

Created by Gill Paton

Discovery Film Festival: Sat 25 October – Sun 9 November 2014

discoveryfilmfestival.org.uk

DCA

Dundee Contemporary Arts


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ONE CITY, MANY DISCOVERIES

 
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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.

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

- Discovery Film Festival team



Beyond Clueless

Dir. Charlie Lyne

UK 2014 / Digital / 1h29m

Synopsis

Beyond Clueless is a thought provoking documentary exploring the world of the teen movie. Using clips from over 200 films (including mainstream successes such as *Mean Girls* and *Cruel Intentions* as well as indie and cult classics such as *Slap Her*, *She's French* and *Gingersnaps*), this film examines the psyche of the American teenager. Using films from a variety of genre (comedy, horror, action etc.), issues such as identity, fitting in, toeing the line and impending adulthood are analysed in five chapters.

Written and directed by Charlie Lyne (the editor of cult British movie blog [Ultra Culture](#), and a columnist for [The Guardian](#)), this film was fully-funded by more than 500 Kickstarter backers in January 2013. The film had its world premiere at SXSW 2014.

Note For Teachers

Beyond Clueless explores a range of teenage issues. In the many clips used, a small number contain brief images of violence, nudity and scenes of a sexual nature.

Beyond Clueless

Welcome to
High School.

Welcome to
High School.
You've been
here before.





Before the film

Beyond Clueless is an excellent stimulus for discursive writing and exploring media concepts. It is important the pupils have the opportunity to think about some of the issues discussed in the film beforehand.

Activity 1a

Ask pupils to create five snapshot scenes that sum up their experience of school. These could be illustrated or photographed on mobile phone. Pupils should have the opportunity to discuss their choices with their peers.

In small groups, ask pupils to create five snapshot scenes that they think sum up American high schools. What are the similarities and differences between them?

Activity 1b

Using the diamond nine activity (Appendix One), ask pupils to prioritise what they want out of school (this activity could be repeated after watching the film).

Activity 1c

Brainstorm teen movies that are set in high schools. Watch some trailers. What seems to be the theme of these movies? Make a list.

When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions.

I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. **LIT 4-02a**



After the film

Activity 1 - Fitting In

“Teens are poured into whatever mould fits”

English: Transactional Writing

Think about the statement “Teens are poured into whatever mould fits”. Is this statement true in your opinion? Is it difficult to ‘be yourself’ at school?

I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence. LIT 4-29a

Media (Representation)

Look at the worksheet “Teen Movie Stereotypes” (Appendix Two). Make sure you understand all the terms used. Now choose a teen movie you know well or have seen recently. How many stereotypes does it use?

After pupils have completed the worksheet, share the results. Which movie contains the most stereotypes? Do any movies try to subvert the stereotypes? Are these accurate portrayals of teenagers? Are they trying to be accurate? Whose viewpoints are they?

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



Activity 2 - Representation: Stereotypes in British Teen Movies

Media Activity

Discuss – how close are the teen movies you have talked about in previous activities to school life in the UK? Look at the stereotypes worksheet categories. Do these fit British schools? What would our stereotypes be? Make a list.

Brainstorm “British Teen Movies”. (As a start: *The History Boys*, *Absolute Beginners*, *Gregory’s Girl*, *St Trinian’s*, *Kevin and Perry Go Large*, *The Inbetweeners*, *Angus, Thongs and Perfect Snogging*). Which of these films contain stereotypes? Which is the most realistic portrayal of teenage years?

When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others’ points of view or alternative solutions.

I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. **LIT 4-02a**



Activity 3 - Losing yourself

English Activity

“Teens are faced with two versions of themselves.”

In many of the film clips, teenagers show a different side of themselves to different groups (teachers, peers, siblings and parents all see a different ‘version’). Look at clips from *The Rules of Attraction* or *Cruel Intentions* for examples of this.

Personal Writing – using this as your inspiration, explore the different versions of yourself that you present to people. Who sees you at your best?

*I can create a convincing impression of my personal experience and reflect on my response to the changing circumstances to engage my reader. **ENG 4-30a***



Activity 4 - Toeing the Line

Media Activity (Institution)

In several of the films used in *Beyond Clueless*, there are harsh consequences for teens who do not toe the line! *Josie and the Pussycats* looks at the institutions who have a vested interest in controlling what teens listen to, buy and wear.

Using this theme as a starting off point, choose a teen film and investigate:

The author: how old were they when they wrote the film? What teen based theme are they trying to portray?

Ownership: which production company released the film? What other titles are they involved with? Is there an overall theme that links them?

Tie-ins: is there product placement within the movie? Are there related products for sale? What conclusions can you come to?

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



Activity 5 - Moving On

“The mechanics of high school – sweethearts, clicks and happily ever after can never be squared with adulthood.”

English – Personal Writing

How do you see yourself in ten or twenty years’ time? What will be important to you? Will it be the same as now? What do you want to have achieved? Will you plan a path or see where life takes you?

*I can create a convincing impression of my personal experience and reflect on my response to the changing circumstances to engage my reader. **ENG 4-30a***



For reviews of *Beyond Clueless*:

For more information about Charlie Lyne:

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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?

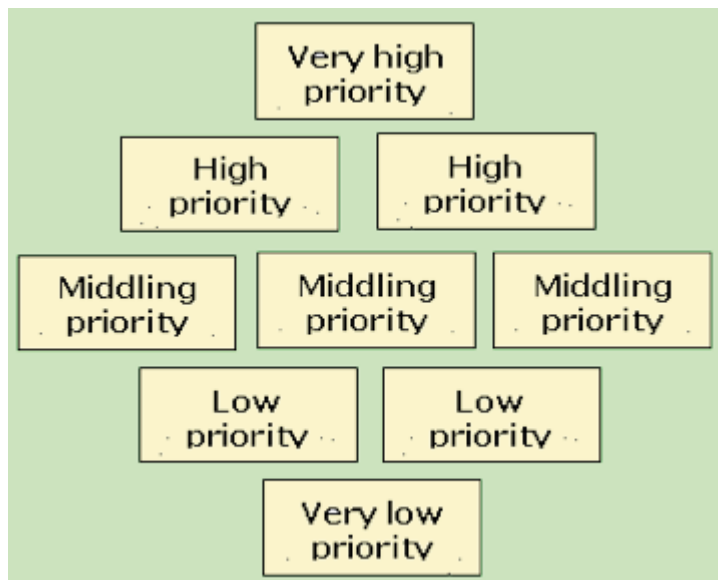
We are seeking a number of simple Case Studies in how teachers have used or are using Discovery films in the classroom across Curriculum for Excellence and across the Levels.

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

Appendix One: Diamond 9 Activity for *Beyond Clueless*

Cut out the statements below and arrange them in a diamond nine formation, with the most important reason at the top and the least at the bottom.



Think – What is most important to you about your time at high school?

**Being good
at sports**

**Being
academic**

**Being
popular**

**Making
friends**

**Finding a
boyfriend/
girlfriend**

**Getting good
qualifications**

Standing out

**Discovering
who you are**

Fitting in



Appendix Two: Stereotypes in Teen Movies

“Teens are poured into whatever mould fits”

Using a film you know well, complete the Stereotype Table below (using IMDB will help if you can't remember all the characters!). How stereotypical is your film?

Film _____

The Jock	The Cheerleader	School Diva	The Geek / Nerd
The Rebel	The Misfit / Outcast	The Boy / Girl Next Door	The New Girl / Boy
The Loner	The Band Geek	Class Hottie	Class Clown
The Stoner	The Younger Brother or Sister	The Parents Who Don't Understand	The Teacher Who Dislikes the Pupils