

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: Chuskit

First/Second Level

Created by Shona Brownlee

Discovery Film Festival: Sat 19 October - Sun 3 November 2019

discoveryfilmfestival.org.uk

DCA²⁰

Dundee Contemporary Arts


EUROPA CINEMAS
MEDIA-PROGRAMME OF THE EUROPEAN UNION

DUNDEE
ONE CITY, MANY DISCOVERIES



ALBA | CHRUTHACHAIL

© Dundee Contemporary Arts 2019

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



Chuskit

Dir: Priya Ramasubban

India 2018 / 1h29m

Ladakhi with English subtitles

Synopsis

Sprightly Chuskit's dream of going to school is cut short when she is rendered a paraplegic after an accident. She's confined to life indoors in the company of her strict grandfather, Dorje. Chuskit continues to harbour hopes of school but Dorje tries to make her understand that school can't handle her needs. As life at home gets harder, her battle with her grandfather exacerbates. Caught in between their struggle are Chuskit's parents and her enterprising brother who want to respect the old world views that Dorje represents, but also want to keep Chuskit's spirit alive. Chuskit will have to get her grandfather to yield or she will have to accept the reality he has chosen for her.



Before watching the film

Watch the trailer for the film at:

<https://www.youtube.com/watch?v=Ww0VRD6SDMM>

Encourage the children to make predictions about what they have watched.

Discussion points

- What kind of film do we think this is? Funny/sad/action/scary?
- Where do you think the film is set?
- What do you think about the characters we have seen?
- Why do you think Chuskit can't go to school?

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

Discussion Activity

In the trailer, we hear comments from Chuskit's grandfather:

"Learn to live with what you have been given."

"Live within your limits."

- What are your opinions on these comments?
- Why do you think Grandpa says this?
- Is this true or can we achieve more with some determination, resilience and hard work?

"Every beginning has an ending. Every ending is a new beginning"

Discuss this quote with the young people. What do they think it means? Why might this be relevant to the film?

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a

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 2-09a*



Writing

Choose either Chuskit or Grandpa 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.

Discuss the similarities and differences between the two characters. How do these affect their relationship?

*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/Technologies/Literacy

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

- Use atlases/Google Earth/other maps to locate Ladakh. Use the internet to carry out research, investigating key facts such as population, climate, etc and create fact files about the region and its people. Use the information to identify similarities and differences between this area and Scotland/Dundee.
- Discuss what they think different aspects of life might be like for a child living in a community such as Ladakh. Compare how it might be similar or different to their own experiences.
- Draw comparisons between homes, schools, jobs, transport 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'.

Children can present their findings individually or as part of a group, through a PowerPoint, talk, poster or fact file.

*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***

*I can use a range of maps and geographical information systems to gather, interpret and present conclusions and can locate a range of features within Scotland, UK, Europe and the wider world. **SOC 3-14a***

*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***

*I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. **LIT 1-10a***

*I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. **LIT 2-10a***

RME



Throughout the film, we see Grandpa practising many Buddhist traditions. His traditional views lead him to ask the Lama for advice on what to do about Chuskit and we see monks, prayer wheels and flags. This provides a good opportunity for children to research Buddhism and investigate the beliefs and cultures of this religion and compare them with their own.

We also see beautifully intricate mandalas being painstakingly created and then destroyed.

Children could investigate the purpose and significance of mandalas and this provides for an interesting topic of discussion.

I can talk about my own beliefs, or express them in other ways. RME 1-01c

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 becoming aware that people's beliefs and values affect their actions. RME 1-09c

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 can describe and reflect upon practices and traditions of world religions. RME 2-06c

I am developing my understanding of how my own and other people's beliefs and values affect their actions. RME 2-09d



Health & Wellbeing/Drama/Writing

Chuskit faces many challenges with her disability, however, throughout the film we see that she also has many talents and the determination and resilience to overcome the obstacles she faces.

It becomes apparent throughout the film that Chuskit's frustrations lie, not with her disability but with the feeling of isolation. She has a loving family and good friends, yet she feels excluded. She can see her friends outside the window, yet she cannot join them. She wishes, more than anything to attend school, yet she cannot get there.

These feelings of isolation and frustration lead to arguments with her parents and grandfather and she sometimes has outbursts.

In groups, discuss a time when the children have felt left out. This could be at school or out with.

Discussion points:

- Who was there?
- What happened?
- How did this make you feel?
- What did you do?
- Did your feelings affect your actions? Was this positive or negative?
- How was the situation resolved?

This is a good stimulus for acting out a short scene as part of a group or for a piece of personal writing.

This also offers a good opportunity to address any issues surrounding inclusion for the young people in your class. Can we empathise with those who feel excluded? How can we help to ensure that people in our school feel included and valued?

I am aware of and able to express my feelings and am developing the ability to talk about them.

HWB 1-01a / HWB 2-01a

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 understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.

HWB 1-06a / HWB 2-06a

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 recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 1-10a / HWB 2-10a

I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. **LIT 1-10a**

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. **LIT 2-10a / LIT 3-10a**

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**

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. **EXA 1-13a / EXA 2-13a**

I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. **EXA 1-14a**

I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere. **EXA 2-14a**



Technologies/ Science

Chuskit's brother Stobdan is keen to help improve life for his sister, using his talents in science.

This provides a good opportunity to investigate how inventions come about - often as a solution to a problem and to explore the use of a variety of materials to construct 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**

I have contributed to discussions of current scientific news items to help develop my awareness of science. **SCN 1-20a**

Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society.
SCN 2-20a

I can report and comment on current scientific news items to develop my knowledge and understanding of topical science. **SCN 2-20b**

Useful References/ resources



Still images and a detailed press pack containing interviews with the filmmaker and crew are available at:

<https://www.chuskit.com/home>

This film was inspired by the real life experiences of the film director’s sister, who works with the differently abled in the Ladakh region of Northern India. Further information about the PAGIR organisation can be found at:

<http://pagir.org/>



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

What did you think about the setting? What was interesting or different?

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 Stobdan's attempts to improve life for his sister?

CHARACTER

Could you empathise with the characters? What did you think about the relationships between the characters?

CAMERA

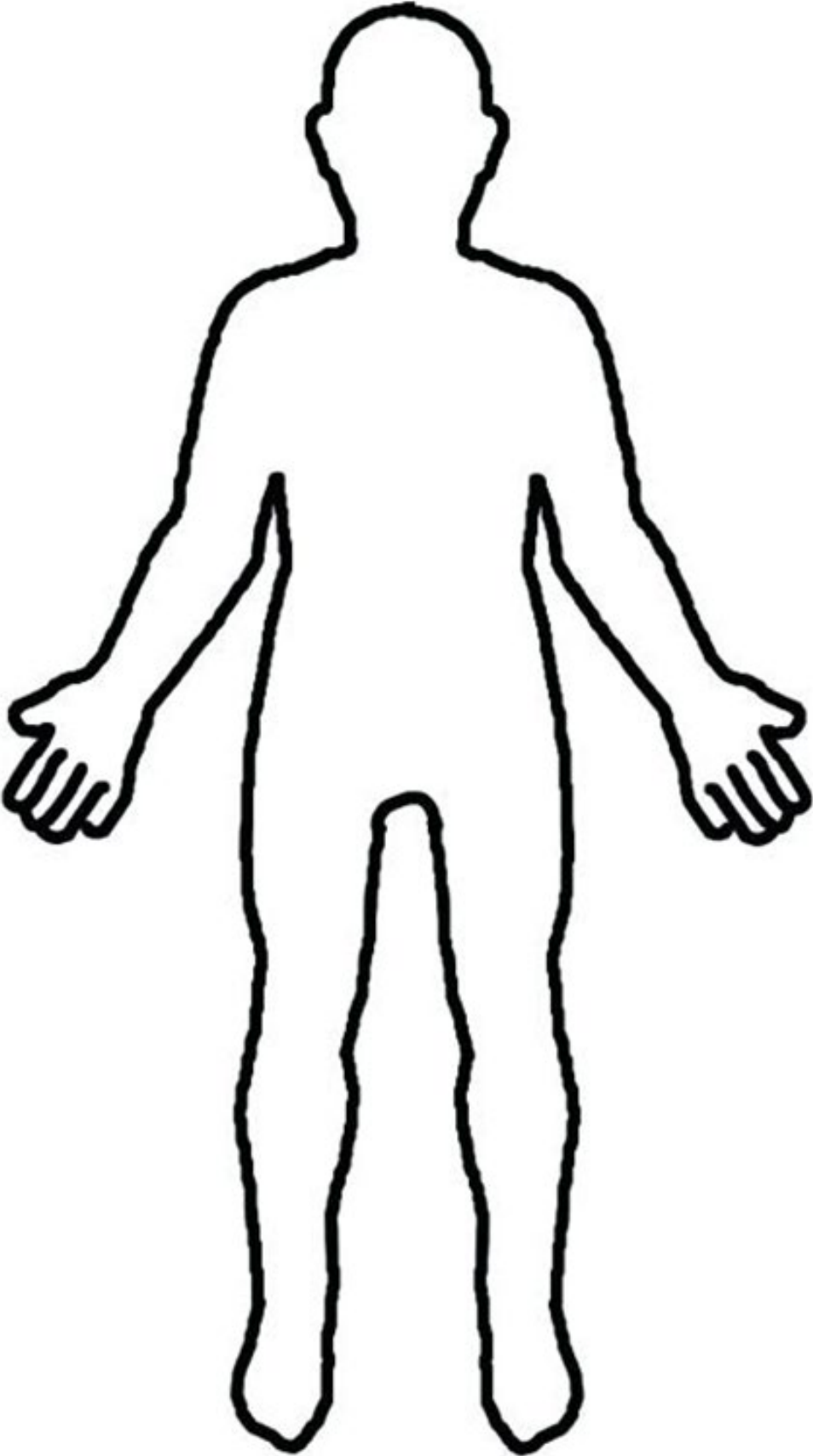
The filmmaker uses a range of shots to convey different messages. When are close up and long range shots used?

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