

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack:

Dancing Queen

Second Level | Created by Ian Cameron

Discovery Film Festival: Sat 21 October – Sun 5 November 2023

DCA

Dundee Contemporary Arts

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ONE CITY, MANY DISCOVERIES



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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:

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



Dancing Queen

Dir: Aurora Gossé

Norway 2023 / 1h32m

Norwegian with English subtitles

Synopsis:

A straight-A student decides to enter a dancing competition having never danced before. The motivation? A boy. 12-year-old Mina's (Liv Elvira Kippersund Larsson) infatuation with new boy, hip-hop teen sensation Edwin (Viljar Knutsen Bjaadal), throws her out of her comfort zone and into a world of pre-teen angst as she has to make decisions about her identity and who she really wants to be. Her Grandmother, at odds with the feelings of her parents, supports Mina in her endeavour and helps her train and practice her dance moves. Her close friend Markus (Sturla Harbitz) helps her navigate the tricky teen territories of self-image and self-worth, and the loss of her grandmother.

Dancing Queen deals with some difficult issues in a light-hearted and gentle way which allows a young audience to process the issues. A less than supportive Edwin becomes Mina's dance partner but continually makes an issue of her weight. This eventually impacts on Mina's body image, and she begins to diet and over-exercise in order to rectify what she sees as a barrier to her dancing. Through the support of her friend, and eventually her family, she overcomes these issues and finds the inner strength to become her true self.

Themes:

Fitting in, friendship, body positivity, loss (grandmother).

Ages 10+

Advisory note:

"Shit" is said twice. "Asshole" is said once. All are said in context of anger and frustration, and are fleeting.

Mina develops an eating disorder which starts to affect her health. She is hospitalised and the issue is resolved.

Mina's grandmother dies. The funeral takes place within the narrative of the film. The funeral is a celebration of the grandmother's life and has light-hearted elements that reflect the positive view the grandmother has on life.



Before the Film

Activity 1 Prediction, Watching the Trailer

Resources: Trailer <https://youtu.be/zVSViByHNsM>, Poster Activity Sheet 1 A4 paper/jotter, pencils

Pupils should watch the trailer and look at the Poster (Activity Sheet 1) then try to answer some of the following questions:

Who is the main character?

What is the relationship between the characters?

Why do you think it is called Dancing Queen?

How would you expect the film to end?

Where is the film set? How can you tell?

Do you think there will be conflict? Which of the characters do you predict will be in conflict?

What things do we know about the setting? Do you have experiences that might be reflected in the film?

What type of music are we hearing? What might this tell us about the story?

Pupils should then work with a shoulder partner to create questions they would hope would be answered when watching the film. These should directly relate back to what they saw in the trailer. They should generate as many questions as they can think of that they would like answered.

I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. LIT 2-13a

Activity 2 Thinking about Context

Resources: Lined paper, pencil

In the film, a celebrity (E.D.Win) arrives at the school and is idolised by the other pupils. Pupils should make a list of the famous people they would like to meet. These might be real people, but could also include fictitious characters they would like to meet in real life e.g. Luke Skywalker, Katniss Everdeen or Splinter. Pupils should think about how they would feel if the celebrity came to their school or class.

This can be followed by a letter to this person. They might want to consider what information they would want to get from the person, and therefore what questions they would ask.

I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. LIT 2-13a



Activity 3 Questions to Ask

Resources: Questions from Activity 1, A4 paper, pencils

Pupils should use the questions they generated in Activity 1 and have a fresh look at these before visiting the film. They should then pick 3 questions to think about while they watch the film. These should be written down, prior to the cinema visit.

When they return from watching the film, pupils should work in twos or threes to create a response to the questions they were asking. These should be based on the film and use evidence from what they saw.

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

After the Film

Activity 1 Investigating Character 1, Conflict

Resources: pencils, Activity Sheet 2

Throughout the story there are a variety of conflicts. These are all extremely important to drive the narrative forward. At this point, pupils could be asked to think about other stories where conflict is important to the story. These could be shared in groups or with the class.

In pairs, pupils should think about all the times in the film they observed conflict happening. This might include conflict between characters, but also conflict in a character i.e. conflicting internal feelings or thoughts. The pupils should note 5 of these moments down on Activity Sheet 2.

Pupils should then discuss times when they have had a conflict in their lives and how they resolved this. Give time for pupils to share in a group, then collate some of the ideas for conflict resolution on the whiteboard/blackboard using your favourite method of sharing class feedback.

Finally, pupils should use the second part of Activity Sheet 2 to choose two of the conflicts seen in the film and determine a resolution for each. This would be the advice they would give to the character or characters involved to resolve the conflict as thoroughly as possible.

To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a

Activity 2 Media and Image

Resources: newspapers, magazines, comics etc, large sheets of blank paper, glue, scissors

In this activity, pupils will investigate how body image is shown in the media, and how gender stereotypes are promoted. Caution is advised and each teacher will know their class and whether this activity is appropriate for the pupils they have.

Mina's character arc is influenced heavily by Edwin's perception of her and the cruel words that he uses when things aren't going his way. Mina's idolising of Edwin means she takes the words to heart and begins to try to find ways to please him, rather than think positively about herself. Pupils should be given time to consider/discuss how Mina felt before and after Edwin's comments. Her image of herself before this had been quite positive. His ideas about how a dancer should look to be able to dance and be part of his crew are jaded and unfair, causing Mina to start to eat in an unhealthy way and exercise beyond what her body could cope with.

Talk to the class about how people can be perceived by the media and how celebrities sometimes come under fire from the media because of this. Examples include Adele, Sam Smith, Megan Markle, Elton John but could also include any celebrity currently under fire from the media. Highlight to the pupils that the media (including Social Media) has a great influence on how we see people, and what we consume from the media can affect our own body image.

Pupils should be placed into groups of approximately 4–5. Each group will be given a selection of newspapers and a large sheet of paper. Give each group a heading of images to look for. These might include:

Men Women Boys Girls Families Healthy Overweight

You may want to change or add some of your own headings too to include non-binary or other categories, depending on your class age/stage etc. Pupils should cut out any images they see that relate to their given heading and stick them onto their group's sheet of paper. After about 30 mins, pupils should then look at the images they have and write down as many words that describe the images as possible e.g. sporty, happy, depressed, family, glamorous, caring, respectful etc. When this is complete these words should be shared with the class. This should open a discussion about what words we see with the different categories of people and how the media shows each group. What did they notice? Were there any surprises? Were any of the representations unfair/derogatory/stereotypes?

Extension: This could be taken further with older classes and could include using Google image search for these terms, and pupils responding to the images that come up at the top of the search, listing words they could use to describe the images they see. This would not be appropriate for all classes, and would require the teacher to plan ahead and check out the Google responses before asking pupils to complete it. An alternative would be to watch some of the clips (female celebrities being asked sexist/misogynistic questions) listed below and ask pupils to respond/comment. Again, it is recommended that teachers watch these before using them with the class.

https://youtu.be/IV_P57THNbc

<https://youtu.be/MM4ckfoXrb0?t=147>

<https://youtu.be/DBoN54JEVCA>

<https://youtu.be/3kAIDSdlrNo?t=27>

<https://youtu.be/r37lgeZb2io>

<https://youtu.be/YGqQk12jBoA>

https://youtu.be/XTtMQrSS_q0

<https://youtu.be/qgfJWBDXogo>

<https://youtu.be/OlpcaMKmalA>

*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 2-04a***



Activity 3 Understanding Sequencing

Resources: Lined paper, A4 paper, pencils

The opening sequence begins with a snapshot of the end of the film. This is sometimes called bookending or a frametale. The opening lines are:

Have you ever regretted something? Regretted it so deeply your stomach aches and wished you could just vanish? They say we regret the things we haven't done, but I promise you – you can only regret the choices you make. Why? Why did I have to do this to myself? It started on the first day of school, in 7th grade. That day would change my life for the worse.

Remind the pupils of this and read the narration above. Ask the pupils why they think the director might have chosen to do this. What does it tell the audience? What does it make the audience think? Possible answers may include:

- States theme
- Introduces character
- Introduces the plot
- Doesn't give away the whole plot
- Hooks the audience, anticipation of the events leading to it
- Starts film with a strong image
- Creates anticipation for the audience

Pupils should choose a favourite story/film and re-imagine it in this way. They can then create a basic storyboard of the narrative to show the ending, without giving away the final part of the plot. Pupils may want to consider what the narration might be over the sequence of shots.

I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a

Activity 4 Investigating Character 2, Diary Entry

Resources: A4/3 paper, lined paper, pencil, coloured pencils, Activity Sheet 3 (optional)

Pupils should work in pairs/groups to discuss the emotions and thoughts of Mina throughout the film during key events. These key events should be agreed as a class and may include: E.D. Win first comes to the school, Mina's first dance class, Mina being chosen to dance with Edwin, Edwin telling Mina she is fat for the first time, Mina being taken to hospital, Mina's Grandmother dying, Mina trying to win Markus's friendship again, Mina and Markus finally becoming friends again, the day of the dance competition.

Pupils should pick 3 of these events to focus on in their pairs/groups. On the A3/4 sheet of paper they should lay out the three events they have chosen (see Activity Sheet 3 as an example). Pupils should then note down any emotion words around the event. These should be added in blue, or a colour of the group's choosing. Pupils should then add any thoughts that Mina might have had during this event. These should be added in red, or a colour different from the emotion words.

Using the sheet, pupils should create diary entries for the three events. This could be done as a group with different pupils choosing an event, or as individuals depending on age/stage/ability.

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



Activity 5 **Creating an Invite**

Resources: A4 paper/jotter, pencils

In the film, E.D. Win invites the rest of the school to take part in the dance competition and become part of his dance crew.

Pupils should think about the words that describe E.D. Win. In pairs, they should make a note of these in a jotter or on a piece of paper. As E.D. Win has made the flyers himself, they will probably reflect his personality and what he thinks about himself and dancing. Pupils should then think about what elements might be included on the flyers. A note of these should also be made on the paper/jotter. Pupils should then re-create the flyers that Edwin is handing out at the start of the movie, using the ideas they have noted down.

Extension: Pupils could then create a poster for the school, advertising the dance competition. This should also be as if it is created by Edwin and should be in the same style as the flyers.

*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***

Other Activities

Healthy Eating

Pupils can investigate what it takes for the body to function at a healthy level. This could include food groups, healthy exercise and looking at mental health.

Design a Dance

Pupils could choreograph a street dance and then teach it to the class. Pupils could split into groups and design a small section of the moves, to be combined with other groups to create a full dance for the class to learn.

Writing a Letter of Complaint

Pupils could write a letter from Mina to the dance coach, outlining her issues with the way he dealt with the situation and Edwin's behaviour being inappropriate, showing how Mina could have taken a more positive role in addressing what had gone on.

Discussion about Grieving

Teacher could lead a sensitive discussion/session about what grieving is and the healthy ways that people will grieve after the loss of a loved one.

Activity Sheet 1 **Prediction**





Activity Sheet 2 **Investigating Character 1, Conflict**

Character(s)	Conflict

Conflict	Resolution

Event 1 _____

Mina's Emotions

Event 1 _____

Event 1 _____

