Teachers’ Resource: Sleeping Giant

Fourth Level / S4 - S6
Created by Gill Paton
Discovery Film Festival: Sat 22 October – Sun 6 November 2016
discoveryfilmfestival.org.uk

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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
Sleeping Giant
Dir: Andrew Cividino
Canada 2015 / 1h29m

Synopsis

Along with his parents, Adam is spending the summer in their lakehouse. Here, he meets up with Taylor, a girl he has been friends with for years... and now would like to be more... He also meets Riley and Nate, cousins living with their permissive grandmother. As he gets drawn into their world of petty crime, vandalism and soft drug experimentation, Adam suddenly feels the pressure of adulthood – the desire for a relationship, the need to be seen as manly and the realisation that his parents are flawed humans, not just his mum and dad. As Adam struggles with these issues, he is drawn into a game of one-upmanship with Riley and Nate that has terrible consequences...

Written and directed by first time director Andrew Cividino, Sleeping Giant is a terrific debut film. The complex characters of Adam, Nate and Riley are subtly drawn out as they interact with the adults around them. Improvised dialogue and hand-held camerawork give this film a remarkably realistic feel which is enhanced by the outstanding performances of Jackson Martin (Adam), Nick Serino (Nate) and Reece Moffett (Riley).

CFE: Literacy and English, Health and Well Being

Teacher Advisory: This film is a very realistic portrayal of adolescent boys. When they are talking amongst themselves, there is some swearing and discussion about sex. There are some scenes of risky behaviour (and their possible consequences) and soft drug use. These issues can be discussed beforehand using the following preview activities.
Sleeping Giant won the award for Best Canadian First Feature Film at this year’s Toronto Film Festival and has a 90% approval on Rotten Tomatoes. Find out why by reading these reviews:

www.imdb.com/title/tt3778086/?ref_=nm_flmg_act_1
www.rottentomatoes.com/m/771428909
www.hollywoodreporter.com/review/sleeping-giant-cannes-review-795736

Before the Film:

Discuss films with improvised dialogue. Have pupils seen any? (Possibilities include The Angels’ Share, Like Crazy or American Hustle). Why do directors not provide a script? What are the advantages/disadvantages?

This film is a drama about teenage boys. There are intimate scenes with teenage boys discussing their lives, scenes with bigger friendship groups, scenes with their parents and grandparents.

What kind of dialogue can we expect in a realistic teen drama? Will there be differences between how they speak to each other and how they speak to their parents? What topics of conversation will the boys speak about between themselves?

Watch the trailer at: https://www.youtube.com/watch?v=Z4SZXkKX7zo

Discuss the setting. (Sleeping Giant was filmed on the shores of Lake Superior in Canada.) How would pupils feel about spending a whole summer there? What would you do for six weeks?

The three boys in the trailer are the main characters – Adam and cousins Nate and Riley. What do we learn about them from the trailer? Discuss predictions about plot.

I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. LIT 4-06a

I can show my understanding of what I listen to or watch by giving detailed, valuative comments, with evidence, about the content and form of short and extended texts. LIT 4-07a

To show my understanding, I can give detailed, evaluative comments, with evidence, on the content and form of short and extended texts, and respond to different kinds of questions and other types of close reading tasks. ENG 4-17
After Watching the Film:

Activity 1

Look at pupils’ predictions from their viewing of the trailer. How accurate were they? What were the unexpected elements of the film?

To show my understanding, I can give detailed, evaluative comments, with evidence, on the content and form of short and extended texts, and respond to different kinds of questions and other types of close reading tasks. ENG 4-17a

I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. LIT 4-06a
Activity 2 – Risky Behaviour

Adam, Nate and Riley entertain themselves in a variety of ways. Using worksheet 1, ask pairs or small groups to sort their activities into illegal, dangerous or both.

Discuss their answers. Why do the boys do these things? What category did cliff jumping fall into?

*I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.* LIT 4-06a

*I can: identify how the writer’s main theme or central concerns are revealed and can recognise how they relate to my own and others’ experiences.* ENG 4-19a

*I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.* HWB 4-16a

*Through investigation, I can explain how images of substance use and misuse can influence people’s behaviour.* HWB 4-39a
Activity 3 – How To Parent Teenagers

On the whiteboard, write Adam’s parents at one side and Nate and Riley’s gran at the other. What kind of activities, conversations did the two sets of parents/guardians do with the boys? (Adam’s parents threw baseballs with him, put sunscreen on him, played board games, gave him his first beer etc. Nate’s gran allowed them to smoke in the house, swear in front of her and tried to help Nate with his homework.)

What would a middle ground parent do? How can parents balance caring without overprotecting or not setting boundaries?

Riley is an orphan who lives with his gran full time. He is very attracted to Adam’s family life and is very angry when Nate upsets everyone at the board game evening. Why is he so attracted to Adam’s family unit?

I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. LIT 4-06a

To show my understanding, I can give detailed, evaluative comments, with evidence, on the content and form of short and extended texts, and respond to different kinds of questions and other types of close reading tasks. ENG 4-17a

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**Sleeping Giant – Worksheet 1**

Below are the activities that Adam, Nate and Riley entertain themselves with at the lake. Cut them out and sort them into illegal, dangerous or both. If you feel any activities don’t fit any of these categories, leave them out.

<table>
<thead>
<tr>
<th>Dangerous</th>
<th>Illegal</th>
<th>Both dangerous and illegal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cliff jumping</td>
<td>Stealing alcohol from the store</td>
<td>Drinking alcohol (the boys are under 18)</td>
</tr>
<tr>
<td>Smoking marijuana</td>
<td>Smoking cigarettes</td>
<td>Egging houses</td>
</tr>
<tr>
<td>Driving a golf cart on the road</td>
<td>Shooting each other with catapults</td>
<td>Taping fireworks to a skateboard</td>
</tr>
<tr>
<td>Setting off fireworks held in their hands</td>
<td>Watching a woman undress through a telescope</td>
<td>Lying to their friends about what other people have said about them</td>
</tr>
</tbody>
</table>
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