

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource: Hero Steps (Pasos De Héroe)

Levels 1 and 2

Created by Lynsey Dick

Discovery Film Festival: Sat 20 October - Sun 4 November 2018

[discoveryfilmfestival.org.uk](http://discoveryfilmfestival.org.uk)

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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

[www.discoveryfilmfestival.org.uk/resources](http://www.discoveryfilmfestival.org.uk/resources)





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## Hero Steps (Pasos De Héroe)

Dir: Henry Rincón

Colombia 2016 / 1hr31mins

Spanish with English subtitles

### Synopsis

A young boy overcomes what seems like insurmountable difficulties but never loses sight of his dreams.

Eduardo is the victim of the brutal Colombian war. He has lost his leg due to a landmine explosion and is sent to a school that can cater for his disability. Despite Eduardo's accident, he has big dreams, to enter and play in a football tournament. This goes against the somewhat dictator-like Head Master Lucio's plans as the able bodied school football team always plays and he is hoping for a win this year. With the help of his music teacher, Eduardo puts together a very willing yet unconventional team who show great strength, courage and determination. This is a film that really focusses on realising your dreams and having the determination to achieve them.





## Before watching the film

### Activity 1 – Discussion

Show the children the trailer that is in Spanish without subtitles first. Get the children to predict what they think the film will be about.

The Spanish trailer for this film can be found at:  
<https://www.youtube.com/watch?v=WiEzbxhCbAs>

#### Questions to consider:

- Who are the main characters?
- Where is the film set?
- What language do they think the film is in?
- What is the film about?
- Is there anything different about the characters?

Then show the English subtitled trailer:  
<https://www.youtube.com/watch?v=qrgWVEkJqRw>

#### Questions to consider:

- Were any of their predictions correct?
- What do they think happened to Eduardo's leg?
- What do they think will happen with the football tournament?

*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*

*I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a*

*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 literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a*

*I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. LIT 1-11a / LIT 2-11a*



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## After watching the film

### Activity 1 – Health and Wellbeing



In pairs get the children to consider what makes a good friend. Discuss why it was important that Eduardo make friends and encourage them to think about how he would feel being left out. Encourage them to use positive adjectives and language. Take feedback and display these on the board. These could be written on post-it notes or white boards.

- Have the children create either a poster showing the traits of a good friend.
- Have the children draw their friend and label the poster with the positive traits.
- Have the children create a recipe for a good friend.

*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***

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## Activity 2a - Health and Wellbeing

Eduardo shows great strength and determination throughout the film. Equally the director includes other characters that also have physical difficulties. It is important to discuss these differences and how each of these makes the characters unique.

Look at these images of the characters and have the children create character fact files, describing how each character is different. They should focus on what makes each person unique and the strengths each character displays.



This discussion should include how not all differences can be seen, some are hidden on the inside. For example Chucho has asthma, which we only discover when he uses his inhaler.

This can lead into discussion around illness that we can't see and how we can cope with this and how we can help other people cope.



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## Activity 2b – Health and Wellbeing/Writing/Drama



This film is a great example of how by being part of something, belonging to a team can foster positive relationships and form firm friendships.

Get the children to think about times when they have been part of something. This could be a group at school, participating in a performance, a school team, an orchestra, a choir, a football team outside of school, a gymnastics group, a youth group etc.

### Questions to consider:

- What was the group?
- Who was involved?
- What did you do?
- How did you feel?
- Was any of it difficult or tricky?

Get the children to write and/or draw about their experience, including detail about how they felt.





## Activity 2c - Health and Wellbeing/Writing/Drama

As important as it is to belong to something, the children will most likely have experienced a time where they have felt left out. This could easily have happened to Eduardo, through discrimination because of his physical disability.

Allow the children time to discuss in pairs or groups to think of a time when they have felt left out. This could be in the class, in the playground or out with school.

Use similar questions as above to illicit thoughts and responses. The children could write about their experience or act out the situation.

*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 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***

*Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 1-13a / HWB 2-13a***

*I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 0-14a / HWB 1-14a***

*I can describe and share my experiences and how they made me feel. **ENG 1-30a***

*As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel. **ENG 2-30a***

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### Activity 3a - Social studies/Literacy

Unfortunately Eduardo has found himself in this situation due to stepping on a landmine. With the class discuss the dangers of landmines. This will allow them to develop an awareness of the landmine issue, be able to articulate the importance of addressing this issue and suggest ways to increase public awareness of the landmine issue.

The UNICEF website is good for explaining how dangerous landmines are.

[https://www.unicef.org/protection/colombia\\_39301.html](https://www.unicef.org/protection/colombia_39301.html)

- Allow the children time to work in pairs or groups to think of a way to create a campaign to end the use of landmines.
- They could put together facts and figures about children who are injured because of these.
- They could design a poster to raise awareness of the dangers of landmines.
- They could write a proposal to be sent to the government or to UNICEF to encourage them to keep working on protecting children from landmines







## Activity 3b – Health and Wellbeing/Literacy

Use this film to start a discussion and to look at the UN Convention on the Rights of the Child: <https://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

Discuss the importance of children having a safe environment to grow up in. This is something that Eduardo hasn't experienced. Use this as a stimulus to look at the other Rights that children have.

### Additional resources:

[https://www.unicef.org/siteguide/resources\\_27932.html](https://www.unicef.org/siteguide/resources_27932.html)

<https://www.oxfam.org.uk/education/resources/childrens-rights>

[https://www.e-activist.com/ea-campaign/action.retrievefile.do?ea\\_fileid=14113](https://www.e-activist.com/ea-campaign/action.retrievefile.do?ea_fileid=14113)

<https://www.teachingenglish.org.uk/article/childrens-rights>

*As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 1-09a / HWB 2-09a***

*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**

*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 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***

*I understand that evidence varies in the extent to which it can be trusted and can use this in learning about current issues in society. **SOC 1-15a***

*I can use evidence selectively to research current social, political or economic issues. **SOC 2-15a***

*I can contribute to a discussion of the difference between my needs and wants and those of others around me. **SOC 1-16a***

*I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. **SOC 2-16b***



## Activity 4 – Environment/Writing/Technologies

A vital part of understanding any film is the setting. Using Google Maps, locate Colombia. Use the Internet to research Colombia. This can be completed either as an individual, paired or group task.

Investigate facts such as:

- Population
- Currency
- Flag
- Language spoken
- Climate

Look at the fact that most of Colombia is very rural, surrounded by rainforests, mountain ranges and coffee plantations. Use Google Images to make a comparison to what the children's local area is like. This can be extended out to the city they live in or in fact the country they live in.

These findings can be presented in different ways:

- Powerpoint presentation
- Individual/Pairs/Group talk
- Poster
- Factfile

*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***

*I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts. **TCH 1-01a***

*I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. **TCH 2-01a***

*Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. **TCH 1-02a***

*I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. **TCH 02-02a***

*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***

*I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. **LIT 1-28a / LIT 1-29a***

*I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a***

*I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. **LIT 2-29a***





## Activity 5a – Social Studies/Enterprise Project

You could use this film as a stimulus to look at and research the importance of the coffee plantations to the country's economy.

By looking at the use of buying and selling Fair Trade coffee, investigate the impact this can have on small rural communities. Consider the positive and negative points of the coffee plantations.

### Additional resources:

<https://schools.fairtrade.org.uk/>

<https://www.tes.com/articles/world-fairtrade-day>

*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***

*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***





## Activity 5b – Social Studies/Technologies/Mathematics

To take this learning further you can use the Fair Trade aspect to set up a Fair Trade Café. Different roles will help the children take ownership of their learning. By inviting parents in to participate in the café, you can showcase what the children have been learning.

Roles could include:

- Research team
- Costing team
- Buying team
- Advertising team
- Serving team

*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***

*I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success. **SOC 1-22a***

*By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success. **SOC 2-22a***

*I can use money to pay for items and can work out how much change I should receive. **MNU 1-09a***

*I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change. **MNU 1-09b***

*I can manage money, compare costs from different retailers, and determine what I can afford to buy. **MNU 2-09a***

*I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important. **MNU 2-09b***

*I can use the terms profit and loss in buying and selling activities and can make simple calculations for this. **MNU 2-09c***

*I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts. **TCH 1-01a***

*I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. **TCH 2-01a***

*Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. **TCH 1-02a***

*I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. **TCH 02-02a***



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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](mailto: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](mailto:sarah.derrick@dca.org.uk)