

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: Nicht Ohne Uns! (Not Without Us!)

Levels 1, 2 and 3

Created by Shona Brownlee

Discovery Film Festival: Sat 21 October - Sun 5 November 2017

discoveryfilmfestival.org.uk

DCA

Dundee Contemporary Arts


EUROPA CINEMAS
MEDIA-PROGRAMME OF THE EUROPEAN UNION

DUNDEE
ONE CITY, MANY DISCOVERIES

 
ALBA | CHRUTHACHAIL

© Dundee Contemporary Arts 2017

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



Nicht Ohne Uns! (Not Without Us!)

Dir: Sigrid Klausmann

Germany 2016 / 1h27m

German, Arabic, English, French, Hindi, Icelandic, Japanese, Lao, Nepali, Xhosa and Spanish with English subtitles

Synopsis

Young heroes from around the world on their journey to school.

This documentary follows children from all over the world to school, a universal childhood ritual that takes different forms: on foot, by train, on skis, or on a donkey. Vincent, the skiing ace, zips down the steep slopes of the Feuerkogel mountain; HIV-positive Luniko from South African is always accompanied by fear; Enjo, the little philosopher, feels deeply connected to his world between the mountains and the lake; Sanjana who lives in a red-light district in India; and To from Laos, who doesn't find school so difficult, but the journey there sure is. They share their hopes and plans, their dreams and fears – of child labour, prostitution, war, and crime.

A film about the future of the planet – a future that these children are going to shape.

Advisory Note

This documentary follows the lives of 16 children from very different backgrounds across the world. The themes are relevant to young people, but some are challenging and you may wish to consider these.

Sanjana is 12 and lives in the red light district of one of the poorest areas of India. She discusses how young girls are forced into prostitution by their families.

12 year old Luniko is HIV positive and takes a range of medicines to keep him healthy.

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.





Before watching the film

Activity 1 - Discussion

Watch the trailer for the film: <https://www.youtube.com/watch?v=mVTiQ2W2fwE>

“15 countries, 5 continents, 16 children, one voice”

This quote is displayed during the trailer and offers a good starting point for discussion on the themes of the film.

- What could this mean?
- What could the children in this film have in common?
- Do you think you might have anything in common with these children?
- In what way might your life differ from those of the children in the film?
- In what way is a documentary different from other films?

*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***

*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***

As I listen or watch, I can:

- *identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements*
- *identify and discuss similarities and differences between different types of text*
- *use this information for different purposes. **LIT 3-04a***

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

*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 can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts. **LIT 3-07a***



After watching the film

Activity 1 - Discussion

Review the discussion points made before watching the film and compare to their opinions having seen the whole film.

Points for discussion:

- What similarities or differences are there between the lives of the children in the film and your own?
- How do the children's hopes/fears for the future compare to your own?
- The title of the film is *Not Without Us!* Why do you think the filmmaker chose this as a title? Do you think it is a good title? Explain why.

The children in this documentary share some thought provoking opinions on the world. Share the quotes in **Appendix 1** between small groups to promote discussion and debate. Do the children agree or disagree?

When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02a

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.

I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. LIT 3-02a

Activity 2 - Writing



Further information about some of the children featured in this documentary is available at <http://199kleinehelden.org/en/index.html>

Children could make a fact file about themselves, using similar headings and compare them to those of the children in the documentary. These can then be displayed alongside those of the children in the film.

*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***

*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***

*By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. **LIT 3-26a***

Activity 3 – Comparison



Use Google maps or a large world map to locate the 15 different countries. Use the internet to carry out more in depth research about each country, investigating key facts such as population, climate etc. and create fact files about these countries and their people. Use the information to identify similarities and differences between Scotland and each of these countries and present findings.

In groups, children could complete Venn diagrams outlining similarities and differences with a variety of themes:

- homes
- families
- routes to school
- obstacles
- responsibilities

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**



Activity 4a - The Environment

One of the themes affecting many of the children in this documentary is that of the impact of climate change on their environment. From Ekhlas and her family struggling to find water to To's concerns about deforestation, from Valeria's fears about the changing seasons due to the lost ozone layer over Arequipa to Vincent's worry that he will be unable to carry on the family business if there is not enough snow.

This offers a good opportunity for children to investigate the impact humans are making on the Earth and what that means for the future.

Additional resources:

www.geography.org.uk

www.actionaid.org.uk

www.teachclimatechange.org

*I can consider ways of looking after my school or community and can encourage others to care for their environment. **SOC 1-08a***

*I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. **SOC 2-08a***

*I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact. **SOC 3-08a***

*By exploring climate zones around the world, I can compare and describe how climate affects living things. **SOC 1-12b***

*By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things. **SOC 2-12a***

*I can investigate the relationship between climate and weather to be able to understand the causes of weather patterns within a selected climate zone. **SOC 3-12a***



Activity 4b – The Environment

Perla values her life in Iceland, which provides her with fresh air and clean water. She offers the solution that: **“we should use natural and sustainable resources like wind and water.”**

This is an area in which Scotland is making great developments and the Scottish Government has set the target of Scotland generating the equivalent of 100 per cent of gross annual electricity consumption and 11 per cent of heat consumption by 2020.

In groups, investigate the different methods being developed and discuss whether this is a realistic target or if we should be doing more in this area. Present findings to the class.

Additional resources:

www.therenewableenergycentre.co.uk

www.globaldimension.org.uk

www.practicalaction.org

*I am aware of different types of energy around me and can show their importance to everyday life and my survival. **SCN 1-04a***

*Through exploring non-renewable energy sources, I can describe how they are used in Scotland today and express an informed view on the implications for their future use. **SCN 2-04b***

*By investigating renewable energy sources and taking part in practical activities to harness them, I can discuss their benefits and potential problems. **SCN 3-04b***

*I can explain some of the processes which contribute to climate change and discuss the possible impact of atmospheric change on the survival of living things. **SCN 3-05b***

*Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. **TCH 1-02a***

*Having analysed how lifestyle can impact on the environment and Earth's resources, I can make suggestions about how to live in a more sustainable way. **TCH 2-02a***

*I can investigate the use and development of renewable and sustainable energy to gain an awareness of their growing importance in Scotland or beyond. **TCH 2-02b***

*From my studies of sustainable development, I can reflect on the implications and ethical issues arising from technological developments for individuals and societies. **TCH 3-02a***

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

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

*I have collaborated with others to find and present information on how scientists from Scotland and beyond have contributed to innovative research and development. **SCN 3-20a***

*Through research and discussion, I have contributed to evaluations of media items with regard to scientific content and ethical implications. **SCN 3-20b***



Activity 5 - Health and Wellbeing

“What the children across the world really want the most is: to have someone they can trust, that helps them in life and also, family or friends that take care of them, and that love you as much as parents do. That’s simply all. Nothing is more valuable than that.”

Perla, 12, Iceland

Do the children agree/disagree with this comment from Perla?

How important are our families to us? The documentary demonstrated a variety of family units, from Luniko who lives with his mum and siblings following the death of his father to Ekhlas who has 9 sisters and 4 brothers plus 3 step sisters and brothers as her father has two wives.

Our families may not look the same but what are the similarities or differences between the things we do with our families?

What role do friendships play in our lives? What about the children in the film?

Discuss both the positive and negative influences friendships can have.

*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/ HWB 3-05a***

*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 / HWB 3-06a***

*I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 1-14a / HWB 2-14a / HWB 3-14a***



Activity 6 - Rights and Responsibilities

In small groups, make a list of children's wants and needs. Compare lists as a class and discuss.

How do these compare to the children in the documentary?

Discuss the difference between rights and responsibilities. Again, in small groups, make a list of rights and responsibilities and compare results as a class.

Do the children feel they receive all of their rights? What about the children in the film? Are some rights more important than others?

Discuss Alphonsine from Ivory Coast. She describes the way her Grandmother treats her and how her aunt told her she had to leave school. Is she receiving her rights? Alphonsine still has hopes for the future and would like to become a hairdresser. For now, she works in a cacao plantation. She knows that cacao is used to make chocolate and that chocolate tastes sweet but has never tasted it herself. Does this sound fair?

Explore the role played by charities and organisations such as UNICEF, Save the Children and Oxfam in helping to protect the rights of children across the world.

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 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a**

I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. **RME 2-05b**

I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others. **RME 3-05b**

I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland. **SOC 2-17a**

I have compared the rights and responsibilities of citizens in Scotland with a contrasting society and can describe and begin to understand reasons for differences. **SOC 3-17a**

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

I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view. **SOC 3-15a**



Appendix 1

Share the quotes between small groups to promote discussion and debate. Do the children agree or disagree? Do they have anything to add?

"It doesn't matter what you want to do in life... I think that the best people in life, they are just determined, and they want to do what they want to do."

Sai, USA

"Nature gives us humans something good... and we give nature something bad. One day, nature won't give us anything anymore. And then we're finished."

Enjo, Switzerland

"Everyone likes to laugh... because it's a happy feeling. Then you're happy and you forget everything else that makes you worry."

Vincent, Austria

"It's difficult to live without destroying things... There's too many people, it's become too big. The future doesn't look good."

Finya, Germany

"I sometimes think that mankind has also... in regards to the topics of bombs and murder, simply developed too far."

Enjo, Switzerland

"I love dreaming. And if the dreams don't come true, then they simply don't come true. When I get older, I want to be able to keep thinking and dreaming."

Valeria, Peru

"Radioactivity isn't a good substance at all. Things like that shouldn't exist."

Yamabuki, Japan



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