

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: On The Way To School

Levels 1, 2 & 3

Created by Shona Brownlee

Discovery Film Festival: Sat 25 October – Sun 9 November 2014

discoveryfilmfestival.org.uk

DCA

Dundee Contemporary Arts


EUROPA CINEMAS
MEDIA-PROGRAMME OF THE EUROPEAN UNION

DUNDEE
ONE CITY, MANY DISCOVERIES

 
CREATIVE LAND SCOTLAND

ALBA | CHRUTHACHAIL

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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 or via the Discovery Film Festival area on GLOW, which can be found within the Dundee 21st Century Literacy Group.

We do hope that you find this useful and enjoy your cinema experience with us,

- Discovery Film Festival team



On The Way To School

Dir: Pascal Plisson
France 2013 / Digital / 1h15m

Synopsis

This incredible documentary follows the journeys made by four remarkable children as they strive to improve the lives of themselves and their families through education. From crossing paths with elephants in the savannah of Kenya to trekking the treacherous trails of the Atlas Mountains, from travelling on horseback to being pushed in a makeshift wheelchair, this inspirational film celebrates the determination of young people in far flung corners of the earth to overcome whatever physical obstacles lie in their path in their quest for knowledge.



Festival del film Locarno
Piazza Grande



BARTHÉLÉMY FOUGEA
présente

Sur le Chemin de l'école

Un film de PASCAL PLISSON



en coproduction WINDS et PANGOS en collaboration avec WILD BUNCH, HÉRODIADÉ, avec le soutien de OCS et financé par UNEP/CIH et ACTION pour l'ÉCOLE avec le soutien de CAROL AMERSON, SYLVIE LAZER et FÉLIX BARRÉ. COORDONNÉES: BOBIS CHIFFELLE, VINCENT COSSON et LOUIS FOLLET
DÉVELOPPEMENT: VINCENT AMOR, PASCAL PLISSON, EMERANDE GONNET. MONTAGE: YVAGIS. RÉALISATION: STEPHANE SCHUTTER. PRODUCTEURS: ANNE MARIE ARBER, MAURICE CLARKE, JUVY et PASCAL PLISSON

Winds

TMAGIS

HÉRODIADÉFILMS

wild bunch

OCS

E

Le Filles et Action
L'éducation change le monde



Coopération avec
UNESCO



Before the film

Discussion / Writing Activity

In groups, discuss the journey we make to school every day. How do we travel to school? Who do we come with? How long does it take? Is it an urban/rural environment? What potential dangers do we face on the journey?

Discuss group findings as a class, finding out who has the longest / shortest journey to make.

Create a piece of personal writing detailing the points discussed within the groups.

*By considering the type of text I am creating,¹ 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***

¹ These will include the range of texts and media described in the principles and practice paper.



Watch the trailer for the film at:

<http://www.youtube.com/watch?v=elsQ0B43Q9Y>

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

- What kind of film do we think this is? Funny / sad / action / scary / romance?
- What are the differences between a documentary and other films?
- What other documentaries have we seen?
- What do we think about the children we have seen?
- Do you think you have anything in common with these children?
- Do you recognise any of the different locations?
- Why might this be an interesting theme for a film maker?

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

“Four remarkable stories, all of them fighting for the same dream”

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

- What does this mean?
- In what way might children from four different corners of the Earth have the same dream?

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

When listening and talking with others for different purposes, I can:

- *communicate information, ideas or opinions*
- *explain processes, concepts or ideas*
- *identify issues raised, summarise findings or draw conclusions.*

LIT 3-09a



Follow up

Comparison Activities

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 each of the countries shown in the film. Use the internet to carry out 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.
- Discuss what they think different aspects of life might be like for a child living in communities such as those in the film. Compare how it might be similar or different to their own experiences.
- In groups, children could make comparisons about urban and rural environments, clothing, transport, technology and communication, shopping, housing, leisure facilities.
- Compare the attitudes towards education of the four children in the film to our own. Do we have the same urgency to get to school in the mornings? Do the children in the film value their opportunity to learn more than we do? Do we have the same pride in our uniform / school?

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**



Being a Global Citizen

This film allows children and young people to compare an aspect of their own lives which they are so familiar with, to that of another child in an environment hugely different from their own.

Our children and young people are developing their knowledge and understanding of the world, becoming more aware of their place in it and what it means to be a global citizen. We want our children to appreciate Scotland's diversity and effectively contribute to local, national and global communities, to develop informed views of real-life issues and to want to make a difference to the world in which we all live.

Rights and Responsibilities

Discuss needs / wants and the differences between the two.

What are our rights, what are our responsibilities?

Do our rights and responsibilities stay the same or change as we grow up?

Discuss the responsibilities of the children in the film; Jackson washing his own school uniform and making sure his sister is safe, Gabriel and Emmanuel pushing their older brother to school in his wheelchair – without them he cannot go to school etc.



Children can develop an awareness of the rights to which every child is entitled in the UN Convention of the Rights of the Child.

A starting point for discussion would be to look at the Articles relating specifically to education but can then lead to further discussion and investigation into the other Articles.

Article 28 *(right to education) Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.*

Article 29 *(goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

Children can debate which rights they think young people across the world are being denied. Whose responsibility is it to ensure children's rights are being met? What action can we take to protect and promote the rights of children across the world?



There is huge potential to use this film as a platform from which to explore other global issues currently affecting children and young people such as:

- Fairtrade
- Poverty
- Food shortages
- Water
- Peace and conflict
- Refugees
- Climate change
- Inequality
- Disasters and emergencies
- Humanitarianism

Explore the role played by charities and organisations such as Oxfam, UNICEF, Amnesty International, Save the Children etc. Children can investigate the key work these organisations undertake. As a class or whole school, you may want to choose a charity to support, with children taking responsibility for organising fundraising events.

*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 / HWB 4-09a***

*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***



Useful References / Resources

Still images and a detailed press pack containing profiles of each of the children and conversations with the director and producer are available at:

http://www.wildbunch.biz/films/on_the_way_to_school

This documentary was made with the support of UNESCO and Aide et Action. More information about the work they carry out can be found at:

<https://en.unesco.org/>

<http://www.aide-et-action.org/>

There are many useful websites related to global citizenship. Below are a few suggestions. They contain a range of materials from teacher information to lesson plans and teaching resources.

<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/themesacrosslearning/globalcitizenship/index.asp>

<http://www.oxfam.org.uk/scotland/blog?p=9>

<http://www.oneworldcentredundee.org.uk/resources/index.shtml>

http://www.unicef.org/rightsite/484_540.htm



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