

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teacher's Resource: Regret!

Third Level / S3

Created by Gill Paton

Discovery Film Festival: Sat 24 October – Sun 8 November 2015

discoveryfilmfestival.org.uk

DCA

Dundee Contemporary Arts


EUROPA CINEMAS
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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 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



Regret! (Spijt!)

Dir: Dave Schram

The Netherlands 2013 / 1h35m

Synopsis

Jochem is bullied. Everybody at school knows....but everyone has a reason for allowing it to continue. Like most teenagers, his classmates are wrapped up in their own lives - some think Jochem brings it on himself, others are too busy being cool. His parents know something is wrong, but don't know how to help as Jochem won't open up to them. Will his diary and new rescue dog be enough to save him?

Based on the novel *Spijt!* by Dutch author Carry Slee, *Regret!* pulls no punches in its exploration of its themes of bullying and teenage angst. Unlike many stories concerned with bullying, Jochem, the victim, is not the main character. The effect his bullying has on his classmates, their reactions to it and their attempts to deal with the consequences have centre stage. This makes *Regret!* an ideal tool to explore bullying from a different angle.

CFE: Literacy/English, Health and Well Being

Teacher Advisory

The plot includes some scenes of self-harm and the aftermath of a suicide. Though they are sensitively handled and are not graphic, the significance of the scenes is obvious.

Carry Slee is a Dutch author, known for her teenage fiction. Much like Catherine McPhail, Slee started writing for her own children and her characters are both well developed and very recognisable. Her involvement with the film has ensured that the characters have translated well to film, ensuring *Regret!* is a multi award winning film from several European film festivals.



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Before the film (and before watching the trailer)

As a class, brainstorm books and films about bullying. Ask pupils who have seen or read these stories to describe the plots and characters. Is there a pattern to these stories? Divide class in to small groups. Ask groups to choose bully or victim. Thinking about the previous discussion, create a profile – what do they look like, what are their characteristics? Create posters summarising the group's findings.

After this activity, watch the trailer at: <https://www.youtube.com/watch?v=OkjHSigdrFM>

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

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



After the film

Activity 1 - What did you think?

Discuss the film's exploration of bullying – how effective was it? Do pupils recognise the characters? Is it a realistic portrayal of bullying? How did pupils feel when Jochem killed himself? Discuss the reactions of his classmates. Were they authentic?

Look at the profiles the groups make before watching the film. Did they match the characters in the film? What were the differences? Can you always identify bullies and victims by their looks?

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

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 3-04a

I can:

- *discuss and evaluate the structure, characterisation and/or setting using some supporting evidence*
- *identify the main theme of the text and recognise the relevance this has to my own and others' experiences*
- *identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence.*

ENG 3-19a

FROM THE BESTSELLING AUTHOR **CARRY SLEE**

A **DAVE SCHRAM** MOVIE

RECOVER





Activity 2 – Analysing The Poster

In groups ask pupils to analyse the promotional poster using the following prompts:

Look at the use of colour. What does it tell you about the mood of the film?

Examine the lettering – what do you notice about the font? Does it fit the mood of the film?

All the main teen characters are represented on the poster. Is it easy to tell who is who? The bullies and victim are easy to identify – but what about everyone else?

Movies usually have a tagline. The tagline for *Regret!* is “Do you look the other way or do you step in?” Is this a good tagline? Can anyone think of a better one?

To show my understanding across different areas of learning, I can:

- identify and consider the purpose, main concerns or concepts and use supporting detail
- make inferences from key statements
- identify and discuss similarities and differences between different types of text.

LIT 3-16a

Activity 3 – A Closer Look At Jochem

What did pupils make of Jochem as a character? Is he recognisable? Was his end inevitable? What could he have done differently?

Watch the trailer again. Vera says “Your victim role provokes them. That’s why they won’t stop.” Is this fair?

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

I can:

- discuss and evaluate the structure, characterisation and/or setting using some supporting evidence
- identify the main theme of the text and recognise the relevance this has to my own and others’ experiences
- identify and comment on aspects of the writer’s style and other features appropriate to genre using some relevant evidence.

ENG 3-19a

I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 3-45a

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 3-04a



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Activity 4 – A Closer Look At Bullying, And The Different Roles People Play...

Bullies often claim that what they say is just ‘banter’. How do we know that isn’t true?

As a class, try to define bullying. It isn’t easy! (points to consider: physical abuse, ridiculing, destroying or taking property, spreading rumours, excluding, pressurising others to exclude them.)

How does a victim feel? (loss of self confidence, fear, unhappiness etc.) Often these effects can last well into adulthood.

Are bully and victim the only two roles in a bullying situation? Consider:

- The followers – who help the bully
- The ones who jeer – don’t actively take part in the bullying but encourage the bully to continue by laughing and jeering at the victim
- The defenders – help the victim by telling the bully to stop
- The outsiders – see what is going on but do nothing

Using an extract from the film, ask pupils to complete the bullying roles worksheet. Do any characters fit into more than one category? Why would that be?

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 recognise that power can exist within relationships and can be used positively as well as negatively. **HWB 3-45a**

I understand the importance of being cared for and caring for others in relationships, and can explain why. **HWB 3-44a**

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 3-04a

The Many Roles of Bullying

Names: _____

Bullying doesn't just involve the bully and the victim. There are actually six roles involved. In addition to bully and victim, there are:

- **The Followers:** who aid the bully
- **The Ones Who Jeer:** they don't actively bully but encourage bullying because they laugh and jeer at the victim
- **The Defenders:** who try to help the bully
- **The Outsiders:** who see the bullying but do nothing.

As you watch the film, try to identify the characters who play each role. What is your evidence?

Role	Character	Evidence
Bully		
Victim		
Followers		
Jeerers		
Defenders		
Outsiders		



Activity 5 – What About Sanne?

Sanne is a bully and her bullying has terrible consequences. Look at the poster again and identify Sanne. Does she look like a bully? Is her bullying realistic? How is she able to get away with it? (Remind pupils of the sheet they completed on the different roles of bullying). Does she deserve what happens to her at the end?
Is it possible to have sympathy for Sanne?

Charlotte , the actress who plays Sanne, said “It was quite fun to do but now and again it was heavy. Perhaps it makes a difference that I have a good relationship with Stefan (who plays Jochem). Then you know: these are just characters, we don’t mean it.”

Would it be fun to play such a part? Why?

*I recognise that power can exist within relationships and can be used positively as well as negatively. **HWB 3-45a***

*I understand the importance of being cared for and caring for others in relationships, and can explain why. **HWB 3-44a***

*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 3-04a***



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