

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack: **The Walk**

Second and Third/Fourth Levels | Created by Ian Cameron

Discovery Film Festival: Sat 19 October – Sun 3 November 2024

DCA

Dundee Contemporary Arts

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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:
<http://www.discoveryfilmfestival.org.uk/resources>:

The Walk

Dir: Tamara Kotevska

UK, USA, Macedonia / 2023 / 1h 20m

Various languages with English subtitles

The Walk

Synopsis:

Following the walk undertaken by the Amal puppet, created by Handspring Puppet Company, this documentary highlights issues around refugees and the plight of over 47 million displaced child refugees and asylum seekers worldwide.

The filmmaker Tamara Kotevska uses a blend of documentary and script to engage the audience and encourage them to put themselves in the shoes of these youngsters. She investigates not only the journey the puppet/refugees take from Syria, through Europe, but also the feelings of the communities that are both welcoming and hostile to those seeking asylum. In this film, the puppet is given life and a voice to speak on behalf of the children that find themselves in these difficult circumstances.

Advisory note:

Scenes of conflict. Refugees and loss of family members. Aggressive altercations between protesters and police.

The Greek word for “prick” is used but blanked out in the English subtitles.

Teacher’s notes:

Themes: Immigration and Asylum seekers.

Ages 10+

This pack is aimed at Social Subjects, Art and Literacy and English. The following Experiences and Outcomes are covered by this pack:

Social Studies (People in society, economy and business): **SOC 2-15a, SOC 3-15a**

Expressive Arts (Art and Design): **EXA 2-02a, EXA 3-02a**

Literacy and English (Writing, creating texts): **ENG 2-31a, ENG 3-31a**





Before the Film

Activity 1: **Creating Context, Refugees**

Pupils should decide in groups/pairs what they think are the meanings of the words/phrases listed below. Using dictionaries and online research, pupils should then check their answers to give a true definition of each of the words/phrases. These could then be added to a display or mindmap for reference after viewing the film.

- Asylum Seeker
 - Family Sponsored Migration
 - Economic Migration
 - Refugee
 - Forcibly displaced
 - Protest
 - Civil War
 - UNHCR
 - Occupation
 - NATO
-

Activity 2: **Conflict**

Working in groups, pupils should create a definition of conflict. They should consider what causes conflict at home/in the playground/in the world and how conflicts might be resolved. These ideas should be collated across the class to form an agreed definition of what the word means.

Conflict will be seen in the film in scenes in the Middle East, but also during Amal's Walk, with protestors showing their dislike for refugees and what the puppet stands for.

Again in their teams, pupils should make a list of conflicts in the world that they are aware of. These should be located on a global map. Pupils should then try and find out how these conflicts have happened, who are the main parties/sides involved. The links in the **Resources** section may be useful.

After the Film

The following activities could be used as individual lessons but could also be linked together, with some of the extension activities listed at the end, to create a longer piece of creative work, culminating with **Activity 5**.



Activity 3: **Symbolism**

Resources: Pen/pencil, Activity Sheet 1, Activity Sheet 2 (optional)

Symbolism is one of the Ten Tools of Film and Screen that allow pupils to focus on how Film and Screen products are constructed. It is used throughout the film. Pupils should use **Worksheet 1** to consider the meaning behind some of the imagery used within the film: Amal (The Puppet), burnt forest, Falcon, birds/pigeons, shoes on the beach, Amal's red dress, light/shadow, sunrise/sunset.

They should start by considering any of the possible meanings for the use of these images. They should then consider why they might have been included in the film, i.e. which of the potential symbolic meanings would make sense with film.

Pupils should then think of other themes within the film protest, conflict, loss, immigration etc. and, in pairs/groups, decide what other imagery might be used to show these ideas/concepts/feelings. They could create a rough storyboard (**Activity Sheet 2**) to decide how these might be included in the original film.

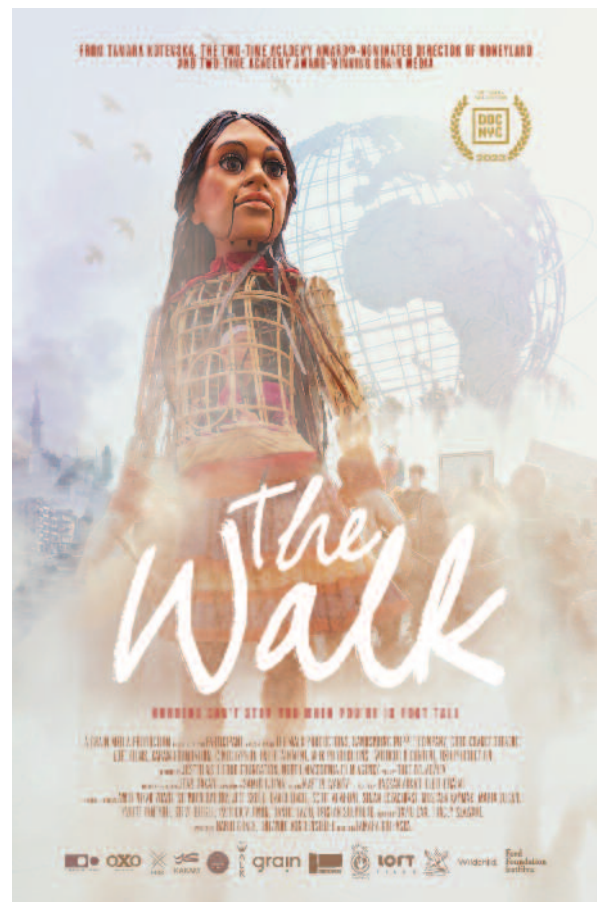


Activity 4: **What does Home mean?**

The film opens with a poem read by the young girl. It focusses on what home means to her and what she considers important. Pupils should discuss in pairs differences and similarities that they noticed between the girl's life and theirs.

Pupils should then create a mindmap of what home means to them. This might include family members, key events in the house, smells, sounds etc. Using this, pupils should write their own poem. Home is where...

These could be shared at an assembly as part of a sharing event about the plight of refugees.



Activity 5: Poetic Documentary, Symbolism

Resources: iPads/tablets/phones, pencil, paper, Activity Sheet 2

Many of the film sequences could be classed as poetic documentary, where imagery is used to provide meaning rather than narration or a more traditional linear story. The definition of this is included below:

Poetic Documentary is “a subgenre of documentary filmmaking that uses avant-garde techniques to evoke a certain mood or feeling rather than prove a point through a traditional linear narrative structure” www.masterclass.com/articles/guide-to-poetic-documentaries

The pupils should consider the thoughts and feelings that a refugee goes through on their journey to another country.. These should be collated as a class and then, working in groups, pupils should plan to film imagery that would evoke these ideas, not linear narrative, but a series shots. E.g. frustration or anger might be a close-up shot of someone stamping their foot or screaming into the camera, disorientation or confusion might be a shot where the camera is spinning round.

The shots can then be recorded on **Activity Sheet 2**. Each shot should have its own space on the storyboard, with a short description below it to detail any movement of the camera/actors/props. Pupils should decide on 4–6 shots, either all depicting the same concept, or each one depicting a different mood/thought.

When completed, these could be edited together to make a class film. The task in **Activity 3** may provide a reference point for this activity.





Extension Activities:

- Create presentation for assembly
- Large Puppet creation
- Investigate the core values of a variety of religious groups/belief systems. Consider the many similarities.
- Creating a map of Amal's journey on a map of Europe. Investigate the main religions in each country
- Investigation of UNCRRC
- Class display of celebrating differences

Resources:

- Newsround: Why are there riots happening?
<https://www.bbc.co.uk/newsround/videos/c1jlrxf6wgyo>
- Newsround: Why did Russia Invade Ukraine?
<https://www.bbc.co.uk/newsround/60662417>
- Newsround: War in Ukraine
<https://www.bbc.co.uk/newsround/av/60554258>
- Newsround: Why are Israel and the Palestinians fighting over Gaza?
<https://www.bbc.co.uk/newsround/20436092>
- Newsround: Israel and Hamas, What's happening?... and... What Happened?
<https://www.bbc.co.uk/newsround/67051424>
- ShelterBox: The Syrian Conflict Explained
<https://shelterbox.org/where-we-work/syria/conflict/>
- Imperial War Museum: What you Need to Know About the Troubles (Northern Ireland)
<https://www.iwm.org.uk/history/what-you-need-to-know-about-the-troubles>



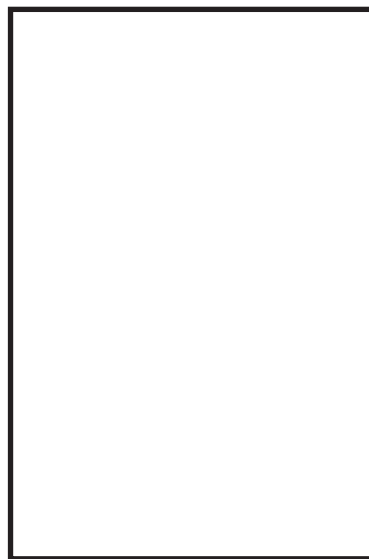
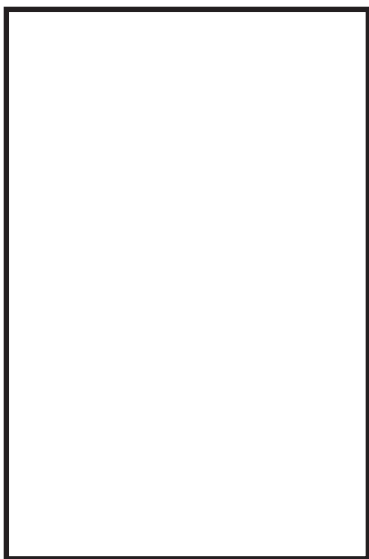
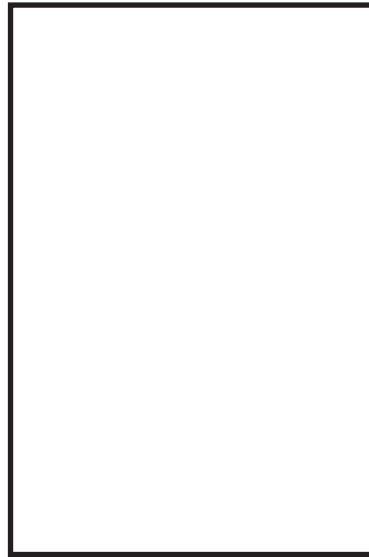
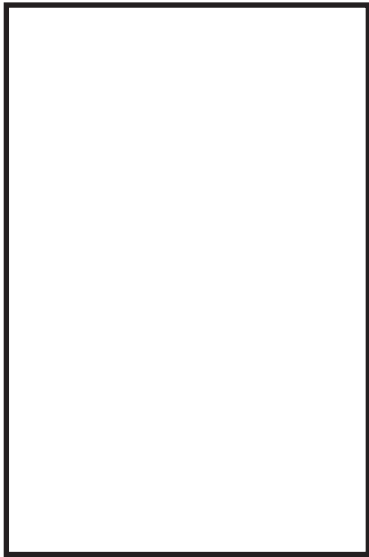
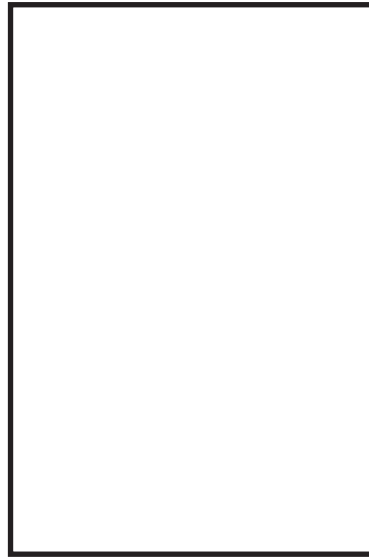
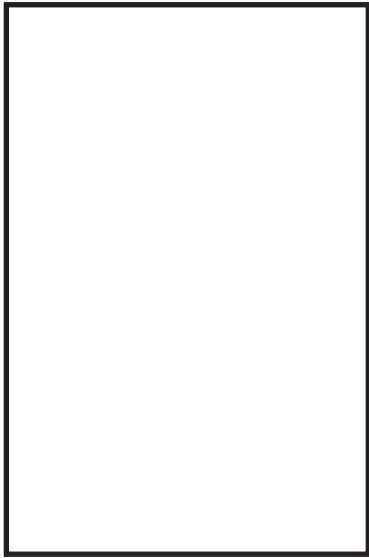
Activity Sheet 1

Think about each of the images listed below. Potentially, what could these things symbolise?
What was the most likely reason for using them in the film?

Imagery	Potential Symbolism	Why were they used in the film?
Amal (The Puppet)		
Burnt Forest		
Falcon		
Pigeons		
Shoes left on the beach		
Amal's red dress		
Light/Shadow		
Sunrise/Sunset		



Activity Sheet 2





Evaluating this resource

We hope that you found this resource useful and appropriate.

Please do send us any film reviews, letters from your pupils, documentation of classwork and your feedback by e-mailing amaya.marco@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 amaya.marco@dca.org.uk