

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack: **Okthanksbye (Okedoeibedankt)**

Second and Third/Fourth Levels | Created by Sonia MacEwan

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>:

Okthanksbye (Okedoeibedankt)

Dir: Nicole van Kilsdonk

Netherlands 2023 / 1h 32m

Dutch Sign Language, Dutch, French and English with English subtitles



Okthanksbye (Okedoeibedankt)

Synopsis:

Okthanksbye is an adventurous coming-of-age drama about two young deaf girls who go on an unforgettable road trip together where they not only get to know each other better, but also themselves.

Shy, deaf Jamie (12) moves to the boarding school for the deaf to start her new school. She is reluctant to make new friends. Jamie is only just starting to get settled when she gets an alarming message about her beloved grandmother, who ended up in a hospital in Paris. When the family leaves for Paris in panic, Jamie stays behind, feeling completely powerless.

Imane, the most rebellious girl in class, suggests they embark on the trip on their own. Whether you can hear or not, such a journey can never be anything else than adventurous and full of challenges. But after trekking for days through the rural Lowlands, things soon do not go as planned and the trip takes an adventurous turn. Will they finally make it to Paris?

All characters who are deaf in the film, are also deaf in real life. Those who use sign language also do so in real life to communicate with certain people.

Advisory note:

Stage recommendations: P6–S3

- Shoplifting
- The word ‘fuck’ is repeated 3 times about half an hour into the film when the girls are interacting with the boys on the train.
- The word ‘hell’ is used when the girls are lost.
- The word ‘shit’ is used when the hearing aid goes missing.
- There are several references to ‘sex’ and ‘hooker’ in the song lyrics which are repeated a couple of times in the film, as well as on a poster in the bands van.
- There are several references to dates, boys being ‘hot’, crushes and a reference to a ‘tattoo in a surprising place’.
- There is a clown that stops when the girls are hitchhiking and it is implied that he intends to kidnap them, possible hint at sexual abuse.
- There is consumption of alcohol at the concert and underage drinking.
- Near the end, Imone gives the middle finger at a café.



Teacher's notes:

Key CFE Subjects

- Literacy
- PSHE/HWB

CFE Level

Second, Third & Fourth

CFE E&O's

Listening & Talking: **LIT 2-07a/3-07a/4-07a, LIT 2-09a/3-09a/4-09a**

Reading: **ENG 2-17a/3-17a/4-17a**

Writing: **LIT 2-26a/3-26a/4-26a**

Social Wellbeing: **HWB 2-10a/3-10a/4-10a**

Lesson Starter

Activity 1: Lower Levels

Provide pupils with the three images in **Appendix 1** or display them on an interactive whiteboard.

In pairs or in small groups, pupils should discuss the following:

1. What do you think the relationship is between the main characters in the images? What makes you think this?
2. Where do you think the film is set and in what time period? What makes you think this?
3. What genre of film do you think this is?

Pupils should then think about each image, attempting to put them into a sequence.

Why have they chosen the order? What do they think has happened to lead the characters to this point?

Now watch the trailer. Link: <https://vimeo.com/797741028>



Activity 3: **Literacy – Comprehension**

Part 1: Film

This is an interesting film in the way that it has been put together, using different types of camera shots and effective use of sound to enable the viewer to develop relationships and establish a better understanding of what it feels like for the girls to be deaf and the issues this brings.

Pupils should answer the questions in **Appendix 3** based on the film.

Part 2: Interview

Give pupils a copy of the interview is with director Nicole van Kilsdonk by the European Children Film's Association. Include the link:

<https://www.ecfaweb.org/wp-content/uploads/2024/02/ECFA-Journal-04-2023-OKTHANKSBYE.pdf>

They should answer the questions in **Appendix 4**.

Lower Levels

Pupils in lower levels can use the worksheet in **Appendix 5** to analyse the film.

Activity 4: **Literacy – Research Project/Debate**

Towards the end of the film, Jamie's grandmother reveals that they weren't allowed to sign in the 'old days'. Pupils should research this and present their findings as a report or a PowerPoint presentation. They could work collaboratively in a group and present their findings to the class. Pupils working at lower levels could produce an information poster or leaflet, perhaps with a timeline of events.

Suggested research questions:

- When was sign language created and what led to this?
- What is 'oralism' and how did it impact on sign language?
- When was sign language banned, what for and for how long?
- Where in the world was sign language banned?
- When was sign language allowed again and what led to this happening?
- What are some different types of sign language?
- What recommendations would you make to someone to make it easier to communicate with someone who is deaf?

A list of suggested websites can be found in the **Useful Websites** section.

Pupils could also take part in a debate, debating the motion that 'This house believes that sign language should be banned in the UK.'



Activity 5: PSHE – Being Deaf

This exercise allows pupils to explore what it would be like if they were deaf.

Explain to pupils that some deaf people lip read by watching your mouth to work out what you are saying. They are going to try this.

1. Pupils should work in pairs.
2. Each person gets a set of instructions in **Appendix 6**.
3. They should not let each other see their own instructions.
4. Pupils take turns giving the first 3 instructions only by mouthing it only, rather than saying it aloud. The other partner must try to work out what they are saying and do the action instructed.
5. Stop the activity and ask pupils what made it difficult to understand and what they could do to make it easier to work out what they are saying.
6. Try it again with the final 3 instructions, using the feedback and suggestions. This time, they will be told something which they must write down.
7. Discuss with pupils if they found it easier the second time? Did anyone manage to write down the correct sentence?

Now discuss with pupils other ways they can communicate without speaking. Try waving to them and ask what you just communicated. Explain that they are now going to use actions to communicate.

1. Pupils work in pairs again.
2. Each person gets a set of instructions in **Appendix 7**.
3. They should not let each other see their instructions.
4. Pupils take turns using actions to communicate their instructions.
5. Discuss with pupils if they found this easier? How many did they manage to guess?

Pupils could create a poster with advice on how to make communication with someone who is deaf easier. An example can be found from the RNID website at:

<https://rnid.org.uk/wp-content/uploads/2021/02/CommunicationTipsForTheGeneralPublic.pdf>



Any Useful Websites

- People's History Museum: <https://tinyurl.com/4nthnmba>
- UCL: <https://tinyurl.com/4mj695ss>
- Deaf Websites: <https://tinyurl.com/3x25chmj>
- The Paris Review: <https://tinyurl.com/4e6ycxpw>
- Very Well Health: <https://tinyurl.com/2djh83ny>
- BBC News: <https://tinyurl.com/yvhw96kr>
- Sense: <https://tinyurl.com/3n3vc8r9>
- British Deaf Association: <https://bda.org.uk>
- RNID: <https://rnid.org.uk/information-and-support/deaf-awareness/>

I enjoy using film in the classroom to engage and motivate pupils. Film as an alternative form of text to written, can be more widely appealing and eliminates the barriers formed for less able readers, allowing a wider audience to access comprehension and analysis activities in English and across the curriculum. It helps to develop pupils' understanding of inference using verbal clues, which can then be translated to written clues in traditional texts.

Okthanksbye is a beautiful, inclusive story of two deaf girls and the adventure they encounter when they attempt to reach a sick relative. They demonstrate resilience and determination throughout, whilst developing a strong friendship and learning more about themselves. It is further enhanced by the fact that the cast were actually deaf themselves or already communicating with deaf individuals.

Sonia MacEwan
Arbroath High School

Appendix 1



Appendix 2





Appendix 3

1. Imone's relationship with her mother is hinted at several times throughout the film. Despite her never appearing in the film, there are many references to how she feels about her.
 - a. Describe Imone's relationship with her mother. Justify your reasoning by giving evidence from the film.
 - b. How do you think Imone's relationship with her mother impacted on her behaviour and relationship with Jamie? Justify your reasoning using clues from the film.
2. Explain how the director has implied Jamie's relationship with her grandmother without directly stating it.
3. It is implied that the clown who stops to offer the girls a lift is attempting to kidnap them. Describe how the director has communicated this.
4. Sound is used effectively in the film, together with a variety of camera shots, to develop relationships and portray feelings of the characters as well as giving the viewer a better understanding of what it feels like to be deaf.
 - a. Analyse the use of sound and close up shots during the opening of the film, when Jamie first arrives at the boarding school.
 - b. The mood changes again at the beginning when her parents leave. Explain how the director has relayed the fact that Jamie is again feeling lonely, without mentioning it.
 - c. Comment on the effect of the loss of, and muffled sound, when the sound changes to how the girl's hear things.
5. There is a comment made in the film, when they meet the group of girls, that there is 'no point in (Imone's) hearing aid'. We then lose the sound to imagine what it is like without the hearing aid and Jamie is unable to interact with the girls because of the lack of understanding. Jamie later took the hearing aid because she wanted them to be even. During the film, there are several other times when the girls find themselves in danger due to not being able to hear their environment.
 - a. Describe two times when the girls found themselves in danger due to not being able to hear.
 - b. Do you think Jamie was right to want Imone to be equal? Justify your answer.
6. Near the end of the film, Jamie's grandmother states that they weren't allowed to sign in the 'old days'.
 - a. Explain the impact this would have had on her grandmother's life.
 - b. Why do you think sign language was banned?
7. Discuss how Jamie's confidence develops throughout the film.



Appendix 4

1. Summarise the main motivations for creating a film about people who were deaf.
 2. What do you think contributed to the challenges of marketing and ticketing that the organisation for deaf people came across whilst trying to arrange their film festival?
 3. How is sound used in the film?
 4. The article states that 'The genre is often used to depict an inner journey...' The girl's go on a road trip to Paris to see Jamie's grandmother. Explain what their 'inner journey' is.
 5. Summarise the differences between a 'hearing and non-hearing audience'.
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Appendix 5

<p>Camera: Analyse the use of different camera shots in portraying feelings in the film. Include this link: https://screeningshorts.org.uk/sites/default/files/worksheets/Screening%20Shorts%20An%20Introduction%20to%20Screen%20Language%20-%20Camerawork.pdf</p>	<p>Character: Choose either Jamie's relationship with Imane or her relationship with her grandmother. Explain the relationship and how the director gets this across to the viewer.</p>
<p>Sound:</p> <ol style="list-style-type: none">1. Discuss the use of sound in the film to portray feelings.2. The sound is often cut or muffled to allow us to experience how the girl's hear their environment. Do you think this is effective? Explain your answer.	<p>Script: There are many parts in the film with minimal dialogue. Discuss the effect this has and how the director still manages to imply events and feelings.</p>



Appendix 6

Pupil A	Pupil B
Turn Around	Shake your head
Hold your arms up	Touch your toes
Touch your head	Clap your hands
Stop Here Until Instructed	Stop Here Until Instructed
Anne has a dog	Paul goes to school
I have a Saturday job	I am hungry
Can I have a drink?	It's nearly lunchtime

Appendix 7

Pupil A	Pupil B
It's too noisy	Do you want a sweet?
I'm too hot	Come over here
Go away!	I'm thirsty



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