

Films you can teach with

"We are now living in the age of the moving image. The advent of the digital revolution and the Internet, the proliferation of mobile devices, which allow us to easily and proficiently capture moving images; the introduction of inexpensive, accessible and user-friendly editing tools; and the emergence of distribution sites such as YouTube and Vimeo, have changed the way moving images relate to society, education and language learning forever."

Kieran Donaghy, 2013

Films you can teach with constitui um recurso exclusivo do *Teacher's File* concebido para complementar o projeto *U Dare 9*, facultando cenários que permitem abordar temas de áreas não curriculares, estimulando processos de pensamento crítico e apostando no desenvolvimento integral de cada discente.

Cada cenário aparece sob o formato de uma ficha fotocopiável que apresenta atividades de pré-visualização, visualização e pós-visualização.

Estas fichas podem ser editadas, de forma a ajustar o grau de dificuldade das atividades e aproximar este recurso às reais necessidades de cada grupo.

Bons filmes!

Film list:

1. *The Fault in Our Stars*
2. *The Giver*
3. *Divergent*
4. *The Perks of Being a Wallflower*
5. *Catfish*



Film 1 – *The Fault in Our Stars*

Before-viewing

1. You are going to watch the film adaptation of John Green's novel *The Fault in Our Stars*. Before you start, think about the following:

- a) The title of the book is based on a play by William Shakespeare called *Julius Caesar*. The quote that inspired the author says:

**"The fault, dear Brutus is not
in our stars, but in ourselves,
that we are underlings."**

- b) Considering this quote, how do you think it relates with the story?

While-viewing

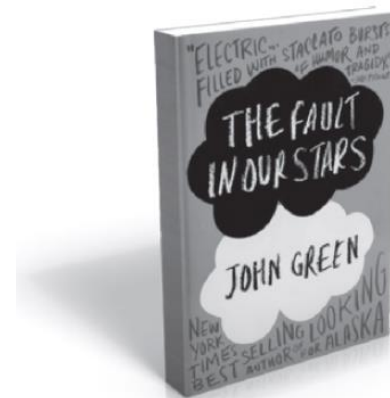
2. Now watch the film and find information to the following questions, in order to complete the crossword puzzle.

DOWN

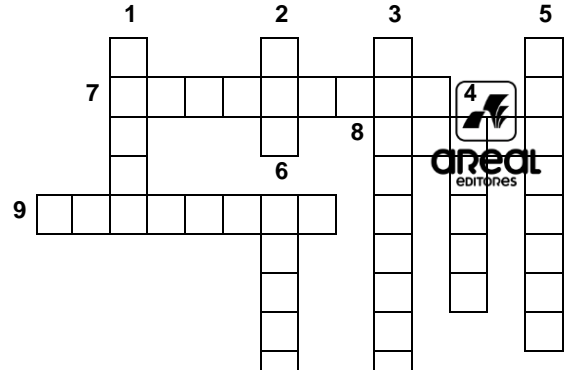
1. The female protagonist
2. The body part Augustus loses to cancer
3. The sport in which Augustus excels
4. Hazel and Augustus' friend from support group
5. The male protagonist
6. Hazel carries a tank of this around with her

ACROSS

7. The European city the main characters visit
8. The piece of equipment in the backyard that makes Hazel sad
9. Augustus fears



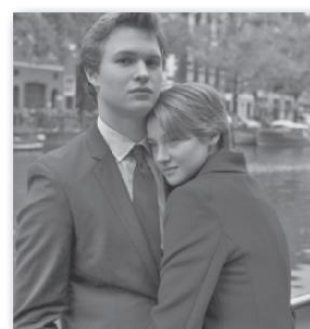
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After-viewing

3. Now that you've watched the film, debate the following topics in small groups.

- During the disagreement between Hazel and her mom about support group, Hazel's mom says: "Hazel, you deserve a life". Considering the irony of this statement, why is Hazel so resistant to attend a support group? What are some of the benefits of her attending?
- According to Hazel, An Imperial Affliction shows that Peter Van Houten is the only person who understands cancer, but has not died. What is it about the book that makes Hazel so connected to it and to the author?
- Considering Augustus, Hazel and Isaac's journey, what do they find along the way?
- Read the following quotes from the book / film. Which one is your favourite. Why?



*That's the thing about pain...
it demands to be felt.*

*Love is just a shout into
the void.*

*The marks humans
leave are too often
scars.*

*Some infinities are bigger
than other infinities.*

Film 2 – The Giver

Before-viewing

1. You are going to watch the film adaptation of Lois Lowry's novel *The Giver*. It is a story about what happens in a utopian society. A utopia is a place where everything is perfect, or at least it is supposed to be perfect. In your opinion, what would a "perfect place" look like? Here are six topics to consider:

- Rules
- Jobs
- War
- Food
- Emotions
- Colours



2. Find the words on the list in the word search in order to become familiar with some vocabulary you will hear in the film.

H	Z	V	L	G	O	F	L	T	X	K	R	D	Q	R	D	Q	E	Z	K
S	S	Z	W	V	C	Y	H	T	F	F	V	O	F	Z	M	C	O	C	D
H	B	A	C	G	I	V	E	R	G	Q	C	M	N	Z	U	O	Z	U	M
U	Y	B	S	Z	S	O	S	H	E	L	D	E	R	S	Y	M	R	X	U
H	Y	R	L	P	Z	Q	P	L	S	L	R	P	U	R	R	M	F	Y	S
Z	P	F	Z	Q	E	M	Q	K	O	L	G	F	P	E	P	U	X	K	J
R	L	K	T	Q	S	D	B	B	C	T	X	I	X	D	Y	N	E	D	F
E	X	M	X	F	G	C	J	P	V	V	G	O	Z	B	U	I	Y	M	D
C	S	T	C	A	Y	F	G	B	L	Y	L	N	A	U	U	T	K	L	F
E	U	E	P	N	U	M	L	I	M	N	R	A	T	K	Z	Y	H	M	P
I	X	S	N	O	W	J	D	C	C	H	R	F	V	J	E	O	A	K	I
V	T	F	O	R	R	Y	K	Y	K	L	S	Z	U	V	U	Q	I	I	L
E	K	A	Q	U	P	I	Z	C	Q	U	F	A	S	H	E	R	R	A	L
R	M	Q	O	L	U	O	L	L	Y	R	D	A	O	O	J	V	L	H	Y
T	B	L	L	X	U	Z	J	E	F	E	H	M	Y	G	A	X	K	L	A
K	O	U	E	F	W	O	Y	F	L	I	C	H	E	L	R	V	D	V	D
C	C	L	F	T	T	J	U	S	Z	F	O	N	M	S	L	N	J	E	A
Z	L	G	L	J	W	J	E	G	A	B	R	I	E	L	E	X	C	U	S
C	O	M	M	I	T	T	E	E	B	X	C	Q	J	O	N	A	S	M	E
S	A	M	E	N	E	S	S	S	E	N	U	R	T	U	R	E	R	L	L

- ASHER
- BICYCLE
- COLOUR
- COMMITTEE
- COMMUNITY
- ELDERS
- FIONA
- GABRIEL
- GIVER
- HAIR
- JONAS
- NURTURER
- PILL
- RECEIVER
- RED
- SAMENESS
- SLED
- SNOW

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While-viewing

3. Now watch the film and find information to answer the following questions.

a) What is the main character's name?

b) What job is the main character assigned to at the Ceremony of Twelve?

c) What colour does Jonas see in Fiona's hair?

d) Who was the Receiver that failed the village?

e) Who did Jonas take with him to Elsewhere?

After-viewing

4. Each member of Jonas' community had a specific job, or role, to fill. By assigning roles to people, the community could continue to function well.

a) Which role would you like best, based on your interests, abilities and personality?



5. Sometimes the ending to a book or film may leave you with unanswered questions.

a) Did you like the way *The Giver* ended? Why / Why not?

Power your learning

What is a turning point? A character's turning point is a moment within the story where the character changes his thoughts, feelings, or attitudes. This change is typically inspired by conflict. Other times, a turning point is ignited during moments when the character has encountered a crisis or learned something important enough to change his outlook and the story's direction.
What do you think is the turning point for Jonas?



Film 3 – *Divergent*

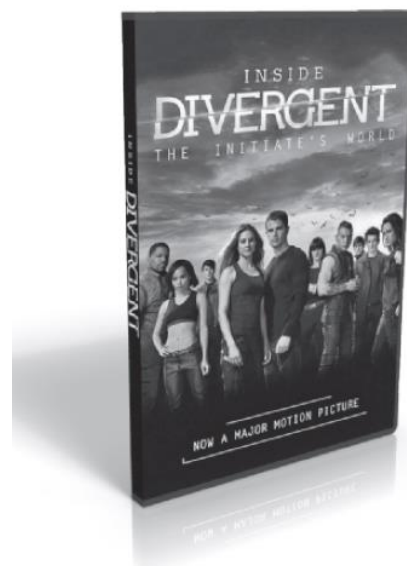
Before-viewing

1. You are going to watch the film adaptation of Veronica Roth's novel *Divergent*. It is a story about what happens to the dystopian society of Chicago. A dystopia is an imaginary place or state in which the condition of life is extremely bad, due to deprivation, oppression, or terror.

a) Do you know other dystopian stories? Which ones?

b) Can a dystopia be an exaggerated version of real-life events?

c) Fill in the first two columns of the following chart with four things you know about the film and four things you want to know about it. You will fill in the third column later.



What <i>I know</i> about the film	What <i>I want to know</i> about the film	What <i>I learned</i> from watching the film

While-viewing

2. Find information in the film to help you decide if the following statements are True (T) or False (F).

	T	F
a) Tris' parents are from the Abnegation faction.	_____	_____
b) In this society, you must stay in your family's faction.	_____	_____
c) Tris' brother doesn't want to be in any specific faction	_____	_____
d) Caleb and Tris are afraid to leave their parents' faction.	_____	_____
e) Tris decides to be part of Candor.	_____	_____
f) Tris and Caleb's family are sad with their decision.	_____	_____
g) Tris tests go very well.	_____	_____
h) Jeanine is the leader of Dauntless.	_____	_____
i) Tris discovers that the girl who helped is a tattoo artist.	_____	_____
j) Four is afraid of heights.	_____	_____
k) Divergents are welcome in that society.	_____	_____
l) Tris is a divergent.	_____	_____
m) Psychological tests make people at Dauntless face their worst fears.	_____	_____



After-viewing

3. Go back to the chart and fill in the third column. What did you learn from the film?

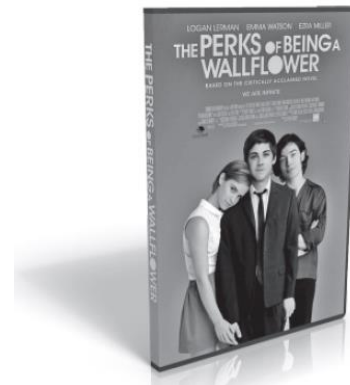
4. The ending of the film appears to be the first steps in a new adventure. What do you think happens next? Write a paragraph explaining your views.

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Film 4 – *The Perks of Being a Wallflower*

Before-viewing

1. You are going to watch the film adaptation of Stephen Chbosky's novel *The Perks of Being a Wallflower*. Before you start, read the following statements and fill in the *Before-viewing* column with your ideas.



		Before-viewing	After-viewing		
Your view		_____ _____	a) It is normal for teenagers to feel as though adults do not really understand what they are going through.	_____ _____	The film's view
		_____ _____	b) Making friends in high school is more difficult than in middle school.	_____ _____	
		_____ _____	c) Adults generally forget what having a crush feels like for a teenager.	_____ _____	
		_____ _____	d) Drug use among teenagers is exaggerated by adults and the media.	_____ _____	
		_____ _____	e) Kissing someone should be reserved for someone you truly love.	_____ _____	
		_____ _____	f) Adults have no idea what really goes on at teenage parties.	_____ _____	
		_____ _____	g) Life experience provides better education for teenagers than reading books.	_____ _____	
		_____ _____	h) The frequency of sexual activity among teenagers is greatly exaggerated by adults and the media.	_____ _____	
		_____ _____	i) Teenagers are closer to their siblings and friends than to their parents.	_____ _____	

While-viewing

2. Now watch the film and answer the quiz by circling the correct option.

- 2.1. What year of high school is Charlie in?
- a) 9
 - b) 10
 - c) 11
 - d) 12
- 2.2. What is Patrick called in shop class?
- a) Pat
 - b) Patrick
 - c) Nothing
 - d) Anything
- 2.3. What is the name of Charlie's favourite aunt who dies in a car crash?
- a) Sally
 - b) Mary
 - c) Sue
 - d) Helen
- 2.4. Name the movie that Charlie and his friends often act out.
- a) *The Wizard of Oz*
 - b) *Rocky Horror Picture Show*
 - c) *Star Wars*
 - d) *The Kite Runner*
- 2.5. What word is used to describe driving through the tunnel?
- a) Happy
 - b) Infinite
 - c) Sad
 - d) Obtuse
- 2.6. Recall the names of Charlie's best friends.
- a) Steve and Jill
 - b) Patrick and Jill
 - c) Sam and Patrick
 - d) Sam and Steve
- 2.7. Who does Charlie write to in all of his diary entries?
- a) His dead friend
 - b) His sister
 - c) His neighbour
 - d) His secret friend
- 2.8. Is Charlie a wallflower at the end of the film?
- a) Maybe
 - b) No
 - c) Yes
 - d) None of the above



After-viewing

3. Now that you've watched the film return to the first activity and complete the *After-viewing* column.

4. Discuss the following questions.

- a) Throughout the film there are many book, song, and film references. Are they important to the characters? Why? How?
- b) What do you think Charlie will do after high school?
- c) What songs would you put on a playlist to make a mixtape for your best friend? You can only choose 10 songs.

Film 5 – *Catfish*

Before-viewing

1. You are going to watch a documentary called *Catfish*, but before you do, answer the following questions.



a) How many social networks do you know?

b) On how many social networks do you have an account?

c) How often do you post on your favourite social network?

d) What are your posts usually about?

e) How much and what kind of information are you truly comfortable sharing online?

f) Do you think a stranger could find a lot of information about you online?

g) Have you connected, through social networks, with people you would have never met before? If you have, have you ever spoken outside the network?

h) What do you think the title of the documentary actually means?

While-viewing

2. Now watch the documentary and answer the following questions:

a) Angela tells Nev, over the phone, that one of Abby's paintings was sold for \$7,000. Do you think Angela should be encouraged to sell her 8-year-old daughter's paintings? Could this be a form of child exploitation? (7'38")



b) Do you believe relationships can start off in the virtual world and prosper in the real world? What do you think will happen with Nev and Megan? (16'32")

c) Nev, Henry and Rel realise that the songs that have been posted on Facebook and sent via email were not sang, nor recorded, by Megan and / or Angela. Do you think they consciously plagiarised someone else's music? What's your view on plagiarism? (23'11")

d) What do you think they'll find when they show up in Megan's house? (36'27")

After-viewing

3. Now that you've watched the documentary think about the following:

- How would you have reacted if you were in Yaniv's position?
- Would you have remained on Facebook?
- In what ways is *Catfish* similar to or different from other films about social networks?
- Do you think the film intentionally blurs the line between documentary and drama? Why / Why not?
- Do you believe you need to change how and what you post on your online profile?
- Have you met someone with a similar story? What happened?

4. Prepare a class debate on one of the key issues presented in the film.

