# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival for Young Audiences



## Teacher's Resource: Kauwboy

For 2nd/3rd Level P6-S2

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Discovery Film Festival: Sat 20 October - Sun 4 November 2012 discoveryfilmfestival.org.uk





#### Introduction

Discovery Learning Resources have been created by classroom teachers and education professionals. Each resource aims to:

- support and extend working with film in the classroom
- help prepare for and extend the impact of a class visit to a Discovery Film Festival film
- develop confidence in Moving Image Education approaches and working with 21st Century Literacy/moving image texts

Resources are free and available to download from 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

## **Synopsis**

Kauwboy tells the story of Jojo – a troubled 10 year old with a volatile father and an absentee mother. When Jojo finds a baby jackdaw, he decides to care for it, finding comfort in the friendship. But, as his father does not approve, Jojo must keep the bird a secret. Secrets have a way of revealing themselves and his baby jackdaw isn't Jojo's only secret....

#### Note for Teachers:

Kauwboy deals with loss of a parent and the other parent's inability to deal with this as well as the grief of his child. These issues are handled in a sensitive and realistic way but teachers should be aware of the possible issues this may raise for pupils in their class.



## Before your visit to the cinema

Watch the trailer at: youtube.com/watch?v=x2arjDF3hmo&feature=related

Discuss Jojo — what kind of character is he? Who might the other characters be? (Don't mention the absent mother at this stage. One of the main plot devices centres around where Jojo's mother is.)

Discuss jackdaws – have a look at the RSPB site for some information (rspb.org.uk/wildlife/birdguide/name/j/jackdaw/) Pay particular attention to what they eat.

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a

I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts. **LIT 3-07a** 



## After your visit to the cinema

#### **Activity 1: Character Portrayal**

Discuss the character portrayal. Before having a whole class discussion, split the class into 3 or 4 groups. Use Jojo, his father and mother (possibly the jackdaw as a fourth character) as a walk-about, talk about activity, adding their thoughts to a large sheet of paper. As a class, discuss the complexity of the characters – Jojo's father could be portrayed as a monster but his own pain is clear to see. How realistic are the characters?

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a

I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts. **LIT 3-07a** 

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 2-04a/HWB 3-04a** 

#### **Activity 2: Comic Relief**

Kauwboy deals with sensitive issues – but it isn't a bleak film.

Comic relief is used to lighten the mood. See how many comic moments from the film the class can remember. Can they think of any other stories that use comic relief?

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a** 

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** 



#### Activity 3: Is it right to keep a wild animal?

Use the resource cards provided with your class

Both Jojo and his father have strong views on whether keeping the jackdaw is the right thing to do. Split the class into small groups – ideally 3 or 4. Using the resource cards, ask each group to sort the statements into Jojo's views and his father's views. Then sort each pile into a diamond nine pattern, with the most important reason at the top and the least important at the bottom. Look at other groups. Is there a consensus? What is the most important reason for each argument? Which side are the pupils on?

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. **LIT 2-15a** 

I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. **LIT 3-15a** 

#### Activity 4: Thinking about bereavement and remembering people

If suitable for your class — discuss Jojo's mother. Where the pupils unsure whether she was alive or not? How does Jojo keep her memory alive? What are the differences between the way Jojo and his father deal with their grief?

If appropriate, pupils could produce a personal piece of writing, discussing how they keep the memories of an absent friend or relative alive.

As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel. **ENG 2-30a** 

I can recreate a convincing impression of a personal experience for my reader, sharing my feelings and reactions to the changing circumstances with some attempt at reflection.

#### ENG 3-30a

I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 2-01a/HWB 3-01a** 

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. **HWB 2-07a/HWB 3-07a** 

## Kauwboy Resource Cards

I found the bird and I want to help it.

The bird will die if I don't care for it.

The bird will die if you keep it indoors.

I'm lonely. I want a friend.

I'll teach the bird everything it needs to know.

You can't teach the bird to fly.

He needs to be afraid of cars, dogs and humans.

I love him.

I've learned what to feed him.

I'll be his mother.

## Kauwboy Resource Cards 2

His mother didn't want him.

Animals belong outdoors.

He needs to learn to be afraid of you.

You can't teach him to get his own food.

He doesn't belong to you.

No-one can raise a baby bird successfully.

I had to look after him — I couldn't get him back into the nest.

It is wrong to keep a wild animal as a pet.



## Send us some feedback

We are very keen to hear feedback from you, and welcome film reviews, entries to the Discovery review writing competition, letters from pupils or documentation of class work.

E-mail them to discovery@dca.org.uk or post them to Discovery Film Festival, DCA, 152 Nethergate, DD1 4DY