



Pacific Islander Shorts Teacher Resource

A great deal of thanks and appreciation goes out to the members of our Teacher Advisory Committee, who volunteer their time to assist in the development of Sprockets teacher resources.

CURRICULUM LINKS:

- Social Studies
- Character Education
- Language Arts (Media Literacy)

FOCUSING QUESTION:

These four related short films show four very different experiences that relate to Pacific Island culture. What are the themes that tie these films together?

SYNOPSES:

In this accomplished quartet of short films from New Zealand, we meet four different girls, all of whom are of Pacific Islander ancestry. These engaging stories about Maori and Samoan children and adolescents touch on cultural identity and history, bullying and family relations.

N.B. Implied spanking (using a belt) of a child by a parent in The Trophy.

Run (15 minutes)

COUNTRY OF ORIGIN: New Zealand

RELEASE YEAR: 2007

ORIGINAL LANGUAGE: English

DIRECTOR: Mark Albiston

An adolescent girl's younger brother helps her cope with bullies and a demanding father.

Hawaikii (11 minutes)



COUNTRY OF ORIGIN: New Zealand

RELEASE YEAR: 2007

ORIGINAL LANGUAGE: English

DIRECTOR: Mike Jonathan

For a young Maori girl, starting school provokes fears about whether others will accept her and her culture.

Mokopuna (10 minutes)

COUNTRY OF ORIGIN: New Zealand

RELEASE YEAR: 2009

ORIGINAL LANGUAGE: English

DIRECTOR: Ainsley Gardiner

Mary is part Maori and curious about Maori culture and its relevance to her. But is she ready to embrace her roots?

Trophy (11 minutes)

COUNTRY OF ORIGIN: New Zealand

RELEASE YEAR: 2008

ORIGINAL LANGUAGE: English

DIRECTOR: Justine Simeil Barton

An adolescent girl's dedication to a science project involving worms leads to tension in her traditional Samoan family.

Recommended for grades 5 through 8

AN EDUCATOR'S COMMENTS ON THE FILM:

"This programme provides a bird's-eye view of Pacific Island culture. This might also present a great opportunity to compare and contrast this culture to another culture your class is studying."

PRE-SCREENING PREPARATION:

To introduce students to some of the cultures depicted in the films they are about to screen, have one group of students' research the Samoan



culture and another group of students research the Maori culture, two cultures featured in the Pacific Islander Shorts programme at Sprockets. Once they have gathered information about each culture, ask them to produce a short radio news story on that specific culture.

Materials Required:

- computer microphone
- computer or alternate recording device (such as a tape recorder or iPod) to record the sounds sound effects
- props to use for sound effects in podcast

Activity:

Step One: Ask students to research either Samoan or the Maori culture and create a one-page radio new story script about their assigned culture. Students should research local food, traditions, activities, geography and culture history.

Step Two: Have students read through their scripts and determine what sound effects will help their news story create a lasting impression for listeners. The sound effects might include the following:

- seashore sounds
- wind sounds
- people sounds
- animal sounds
- background music

Step Three: Have each students record their news story. Students should practice reading their script a few times before recording to make the process smoother.



Step Four: Listen to the radio news stories with the entire class. Compare and contrast some of the similarities and differences within the two cultures.

POST-SCREENING ACTIVITY:

Chart the comparisons between Pacific Island culture and your own culture.

What is the same? What is different?

Comparison Criteria	What's different?	What's the same?
Family		
Home		
Food		
Transportation		
Authority		



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CONCLUSION/WRAP-UP:

Ask students to write a 500-word review of the films. (See the "How to Write a Film Review" document available at reellearning.ca.) Have students address what they liked about the films and also what they learned about Pacific Island culture. Was there anything they didn't understand or found challenging?