



## ***The Seven of Daran, the Battle of Pareo Rock* 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.

**TITLE:** *The Seven of Daran, the Battle of Pareo Rock*

**COUNTRY OF ORIGIN:** The Netherlands

**RELEASE YEAR:** 2008

**ORIGINAL LANGUAGE:** English

**DIRECTOR:** Lourens Blok

**RUNTIME:** 86 minutes

### **DIRECTOR'S FILMOGRAPHY:**

1. *The Seven of Daran, the Battle of Pareo Rock* (2008)
2. *Liefde, Dood & Luchtgitaar* (2006)

### **SYNOPSIS:**

Making his way through a busy Southern African market, Jimmy, a wealthy eleven-year-old boy, accidentally bumps into Charita, a girl of the same age who lives on the streets. Discovering that she has stolen his wallet, he pursues her. The ensuing chase leads to an animal market where both children are mesmerized by an unusual sight – a white giraffe. To Jimmy's surprise, the giraffe can talk and asks the boy to free it. With Charita's help, he springs the animal from its cage. Once free, the giraffe reveals that it is Seraf, a mythical creature that protects Africa. It tells Jimmy to travel to Pareo Rock and use his voice to stop a potentially deadly battle there between two rival tribes. Jimmy enlists Charita to join him, and the unlikely duo set out to reach the sacred rock before it is too late, all the while keeping in mind Seraf's advice that only when they truly believe in themselves can they achieve their goal. Highlighted by panoramic photography of the varied landscapes the children encounter along their journey, *The Seven of Daran, the Battle of Pareo Rock* is an exciting adventure story that explores co-operation, self-confidence and the



adverse consequences of greed, reminding us of how important it is to allow young people's voices to be heard.

**Recommended for grades 4 through 8**

**AN EDUCATOR'S COMMENTS ON THE FILM:**

"The themes of colonialism and self-governance are woven throughout the narrative, making this a timely piece. With adequate preparation and support, students will have the opportunity for rich discussion and debate. Yet, it should be noted that the conclusion does little to challenge the stereotypical view that tribal groups are somehow unable to restore peace and order without intervention from the powers that be. Additionally, there are many scenes involving guns and children: guns pointed at children and children holding guns."

**PRE-SCREENING PREPARATION:**

**1. Anticipating the Film's Themes**

Give students a copy of the statements below and ask them to place an "X" next to the ones they agree with. Have students write a brief paragraph explaining why they agree with those statements. Students who do not agree with any of the statements should write a paragraph stating why.

- \_\_\_\_\_ When two parties are fighting, it is best not to get involved.
- \_\_\_\_\_ It is impossible for children to change the minds of adults.
- \_\_\_\_\_ Modern ways of life are better than older traditional ways.
- \_\_\_\_\_ Sometimes fighting is the only way to resolve a conflict or dispute.

**2. Design a Talisman** (Media Literacy Curriculum connection)

Explain that many cultures have symbolic objects that endow the wearer with a sense of purpose, focus and/or inspiration. Bring in pictures and/or actual objects for students to observe.

Explain that a **talisman** is a small object often bearing magical symbols, worn for good luck or protection against evil spirits.

- Encourage students to share similar objects (lockets, keepsakes, heirlooms, etc.) from their own personal collections.
- Use the guiding questions from the Media Triangle (TDSB Media Literacy Curriculum Guide) to help students deconstruct the meanings and messages of various objects used for this purpose.
- Have students design a talisman indicating its purpose to the wearer. Encourage students to be creative with their designs (they don't all have to be worn around the neck, for example).
- Ask students to construct the talisman and present its features through a short drama presentation (monologue) in role as the beneficiary of the special object.

## **SCREENING ACTIVITY:**

1. Encourage students to pay attention to what the characters do and say during the film.
2. Use the Character Log (appendix 1) to record descriptive words for each of the main characters.

## **POST-SCREENING ACTIVITY:**

### **Drama Extension**

Use the teacher-in-role strategy to facilitate a whole-class drama about the fate of Pareo Rock.

Explain that the golf course developers have decided to go ahead with construction on the site of Pareo Rock. The developers have agreed to come to a village meeting hosted by the two tribes who now agree that the land should not be developed. As the teacher/facilitator, you will play the role of an elder of one of the tribes, who only wants to see this problem resolved in peace.

Brainstorm with students a list of characters (aside from the main characters) who should attend the meeting.



Suggestions might include the following:

- a tribesperson who still wants to sell the land for money
- Charita's mother
- Jimmy's mom's boss
- an elder from one of the tribes who has lived there all his or her life
- an investor who has already sunk money into the golf course development

Once the class has agreed on who should be in attendance, ask for volunteers to play the various roles (make labels or nametags for these volunteers).

Allow some time for students to develop these characters in small groups (i.e., outline what they want and what they are willing to do and say to reach their objective).

Also encourage students to wear an article of clothing or carry an object that matches their mental picture of the character they will be portraying.

Once everyone is gathered, explain that for the duration of the drama, each person will be asked to suspend disbelief in order to create an imaginary world where a meeting like this could take place. Give students a signal to initiate the whole-class drama. Once the signal has been given, everyone, including the teacher and the students who do not have assigned roles, should enter into the drama. Note: the students who do not have assigned roles are encouraged to invent roles as the drama progresses. They simply have to inform the group (by way of introduction) who they are and what they want.



**Appendix 1**

**Character Log**

Title of film: ***The Seven of Daran, the Battle of Pareo Rock***

*What do they do? What do they say?*

Filmmakers spend a lot of time developing their characters in a three-dimensional way. In other words, there is a lot more to a character than his or her **physical** appearance. A character’s **mental** and **emotional** world is just as important.

On the lines below, list three characters from the film. As you view the film, circle descriptive words from the Word Bank that capture the **inner and outer worlds** of each character, or write additional words in the spaces provided. Pay close attention to what each character does and says throughout the film – this is where filmmakers like to hide clues as to what a character is *really* about.

1. \_\_\_\_\_

**Word Bank**

timid	kind	scared	powerful	confident	sad	brave	curious
_____	_____	_____	_____	_____	_____	_____	_____

**How do I know this about the character?** \_\_\_\_\_

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2. \_\_\_\_\_

**Word Bank**

timid kind scared powerful confident sad brave curious

\_\_\_\_\_

How do I know this about the character? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_

**Word Bank**

timid kind scared powerful confident sad brave curious

\_\_\_\_\_

How do I know this about the character? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_