

Storrs Friends Meeting First Day School Goes to the Movies!

**Joyce Chandler, Storrs Friends Meeting, NEYM
For middle school and high school**

[Editor's Note: This method can be used at home with an informal but focused conversation. It's a great way to bring a Quaker lens to well-known narratives in the popular culture. Films often give us enough social distance from the situation to comfortably reflect on tender issues and difficult choices that characters in the narratives face.

Create similar lessons with other films and submit them to the QREC online Resource Library for others to share.]

This package of lesson plans consists of several DVDs for children and discussion questions for each from which to choose. Specific instructions appear at the beginning of each lesson plan. However, the following are general instructions that may be helpful:

- 1. The lessons are set up based on being able to start and stop the DVDs in precise locations.**
2. Important: remember to put on the time display and keep it on during the entire showing of each movie so that you can locate the sections of the action that the children need to see for discussion.
3. The assumption I've made is that most of the children will be familiar with the movies chosen; however, if they are not, I've tried to make each clip stand on its own and each subsequent clip build on the previous ones.
4. In some cases, I've put a 'Vocabulary and terms' section on lessons where I thought appropriate. Be sensitive to any other terms the children may not understand and take time to help them define what's been said, if needed.
5. Once you have shown a clip from a movie, and the children are working on the questions for that clip, position the movie for the next section to be viewed. This will save anxiety, loss of time and confusion.
6. There should be more than enough questions for each movie for an entire class period. This is especially true if you choose the option of following discussion by pairs of children with group reports on every question. Note, however, that running the group discussion takes more behavior management skill than simply having the children work in pairs but it is also potentially more vibrant. It will be helpful if you mark on the list of questions how far you have gotten at the end of class and write a note on the teacher instruction sheet. This will make it easier for any future teacher to pick up where you have left off, if they wish to do that.

SFM FDS goes to the movies –
Harry Potter and The Sorcerer’s Stone

Teacher’s instructions: Have the children sit in a circle. Have them count off by 1s and 2s. Have the 1s put their hand on the shoulder of the person to their immediate left (a number 2) and this will be their partner for the first question. Hand out a copy of the questions to each person. Instruct the children to read the questions associated with the movie clip before they see the clip so they know in advance what is being asked. Show the first clip from the movie and give the two-person teams a few minutes to discuss the question associated with it.

(Optional: After the two-person discussion, have each team present their answers to the whole group). Then, have team member #1 from each team rotate to the left in the circle to form a new two-person team for the next question. Repeat the process until they have answered all of the questions or until class time is over.

Chptr 11, 39 mins 39 secs – 41 mins 22 secs Malfoy discusses ‘the wrong sort’

1. You are hiring the president for a new company. You can choose among the following people: Malfoy, Ron, Hermione and Harry. Make a list of pros and cons for each person and then decide who you would choose.
2. You are choosing a friend. Of these four people, who would you choose and why?

Chptr 12, 44 mins 43 secs – 46 mins 10 secs The sorting hat.

3. The hat tells Harry “you could be great you know and Slytherin will help you on the way to greatness.” If you were Harry would you choose Slytherin or Griffindor? Why?

Chptr 18, 1 hr 8 mins 0 secs – 1 hr 12 mins 47 secs Troll in the girls bathroom

4. Dumbledore prevents panic when the troll is seen in the building. What are the specific things he does and why is he successful?
5. Name the people who demonstrated courage or leadership during the troll incident and say what they did.
6. Discuss a situation you have been in where people might have panicked but someone took charge and helped prevent it.

Chptr 23, 1 hr 31 mins 39 secs – 1 hr 36 mins 40 secs The Mirror of Arrosett

7. What does Harry Potter see in the mirror and why does he see it?
8. Dumbledore says the mirror “gives us neither knowledge nor truth.... It does not do to dwell on dreams and forget to live.” Put this idea in simpler words and explain what he is talking about. Do you agree or disagree and why?

Chptr 33, 2 hrs 17 mins 55 secs – 2 hrs 21 mins 10 secs End of the year awards

9. Hermione, Ron, and Harry are given extra points for outstanding achievements. Neville receives an award from Dumbledore, too, who says it takes great bravery to stand up to your enemies but it is much more difficult to stand up to your friends. Why? Describe a situation in which you had to do this.

SFM FDS goes to the movies – **Searching for Bobby Fisher**

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Vocabulary/terms/concepts: 1. ‘I’m offering you a draw’. 2. What does it mean in chess when you intentionally knock over one of your pieces?

Chptr 2, 0 hrs,11 mins, 11 secs – 0 hrs, 13 mins, 9 secs “I saw your sign...”

1. The little boy, named Josh, had a talent that no one, not even his family knew about. Do you think you have any talent that most people don’t know about?

Chptr 3, 0 hrs, 14 mins, 28 secs – 0 hrs, 16 mins, 30 secs “Wanna play a game?”

2. Who do you think is the better chess player, Josh or his father?

Chptr 3, 0 hrs, 16 mins, 30 secs – 0 hrs, 20 mins, 4 secs

3. Why did Josh lose?

4. Have you ever been better at something than another person and not wanted to show it? Why?

Chptr 4, 0 hrs, 23 mins, 50 secs – 0 hrs, 24 mins, 50 secs

5. Josh plays against an experienced adult chess player and wins. What do you think he is likely to say or do right afterwards and why?

a. brag and say he knew he was better than the other player

b. pretend it doesn’t matter to him that he won

c. show the man kindness

Chptr 6, 0 hrs, 43 mins, 18 secs – 0 hrs, 45 mins, 20 secs “Conduct yourself like adults”

6. Have you ever been involved in a competition where parents or other people watching ruined the game?

a. How?

b. What happened?

c. Did anyone stop it?

Chptr 8, 0 hrs, 57 mins, 39 secs – 0 hrs, 58 mins, 36 secs The competitor in the park

7. What does Josh have in common with the boy in the white shirt (Jonathan)?

8. How do you think they seem different?

Chptr 8, 1 hr, 1 min, 47 secs “Maybe we shouldn’t go to the state finals”

10. Josh says, “Maybe it’s better not to be the best. Then if you lose, then it’s okay.”
Give your reaction to this statement.

Chptr 8, 1 hr, 7 min, 0 secs – 1 hr, 8 mins, 41 secs Losing in seven moves

11. Based on what you have learned about Josh, why do you think he lost?
12. What do you think his father’s attitude toward his loss meant to him?

Chptr 12, 1 hr 30 mins, 45 secs – 1 hr, 33 mins, 9 secs Scared?

13. Is fear ever a good thing?
14. Can you think of a situation where fear helped you?

Chptr 13, 1 hr, 34 mins, 23 secs – 1 hr, 42 mins, 56 secs They are who they are

15. Josh says, “I’m offering you a draw (a tie).” Why would he do this?
16. Why wouldn’t Jonathan accept?
17. Which boy is harder for you to understand?

SFM FDS goes to the movies – **Akeelah and the Bee**

Vocabulary/terms: 1. ‘Spelling Bee’, 2. ‘stand your ground’,

Teacher’s instructions: Have the children sit in a circle. Have them count off by 1s and 2s. . Have the 1s put their hand on the shoulder of the person to their immediate left (a number 2) and this will be their partner for the first question. Hand out a copy of the questions to each person. Instruct the children to read the questions associated with the movie clip before they see the clip so they know in advance what is being asked. Show the first clip from the movie and give the two-person teams a few minutes to discuss the question associated with it.

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Chptr 1, 0 hrs, 0 mins, 0 secs – 0 hrs, 3 mins, 24 secs, Not fitting in

1. Why do you think Akeelah says she doesn’t study, skips class and her homework, and doesn’t want to be in the spelling bee?

Chptr 2, 0 hrs, 4 mins, 46 secs - 0 hrs, 6 mins, 5 secs National spelling champion

2. Are there any school subjects that you like as much as Akeelah seems to like spelling? What are they?

3. Do you think most people who are smart have to make special efforts to become skilled in school subjects or do you think it just comes naturally to them?

Chptr 2, 0 hrs, 6 mins, 22 secs – 0 hrs, 8 mins, 33 secs I ain’t no brainiac

4. Why wouldn’t Akeelah want to compete in the spelling bee?

Chptr 3, 0 hrs, 8 mins, 33 secs – 0 hrs, 12 mins, 33 secs Crenshaw’s spelling bee

5. Was it hard for Akeelah to ‘stand her ground’ when people made fun of her?

Chptr 4, 0 hrs, 13 mins, 22 secs Do it for Daddy

6. Akeelah was able to sign up for the spelling bee when she decided to do it for her father. Think of something you were once afraid to do that you eventually found a way to do by thinking about it in a different way like Akeelah did.

Chptr 6, 0 hrs, 21 mins, 0 secs – 0 hrs, 22 mins, 24 secs You made it to D.C.?

7. Why do you think it may be important to Akeelah’s self-confidence to meet Javier, the speller from Woodland Hills?

Chptr 9 , 0 hrs, 40 mins, 14 secs, - 0 hrs, 41 mins, 14 secs.

8. “Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. We ask ourselves who am I to be brilliant, gorgeous, talented and fabulous? Actually, who are you not to be? We were born to make manifest the glory of God within us. And as we let our own light shine we unconsciously give other people permission to do the same.” What does this mean to you?

For Akeelah’s answer go to: Chptr 9, 0 hrs, 41 mins, 14 secs – 0 hrs, 42 mins, 5 sec

SFM FDS goes to the movies – **Finding Nemo**

Vocabulary: Anemone

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Chptr 1, 0 hrs, 00 mins, 00 secs – 0 hrs, 6 mins, 57 secs A view of the ocean

1. How would you describe Nemo’s dad, Marlin?
2. Why is Marlin this way?
3. Is Nemo like his father?
4. Do you think it’s hard for Nemo to understand why his father is the way he is?
5. How does Nemo react to his father’s concern for him?
6. How would you react?

Chptr 4, 0 hrs, 11 mins, 35 secs – 0 hrs 14 mins, 19 secs The butt

7. Was Nemo going to go near the boat before his father showed up?
8. Why did he change his mind?
9. Have you ever done anything like this? Why?

Chptr 6, 0 hrs, 14 mins, 19 secs – 0 hrs, 15 mins, 16 secs

10. When Nemo is taken by the diver, does he forget his anger at this father? How do you know?
11. Does Marlin forget his anger when Nemo is taken?
12. Does your opinion of Marlin change when Nemo is taken? Why?

Chptr 9, 0 hrs, 25 mins, 11 secs – 0 hrs, 27 mins, 4 secs. Into the aquarium

13. List the ways in which the aquarium is safer than the ocean.
14. So, why is Nemo afraid of being in the aquarium?

Chptr 9, 0 hrs, 29 mins, 16 secs “Nobody touch him”

15. Did the fish named Gil hurt Nemo or help him? Why do you say that?

Chptr 10, 0 hrs, 33 mins, 13 secs – 0 hrs, 35 mins, 4 secs “Just keep swimming”

16. Who would you rather be with in an emergency, Marlin or Dory? Why?
17. What could account for the differences in Marlin’s and Dory’s personalities?
18. Which one is more like you?

Chptr 12, 0 hrs, 36 mins, 25 secs – 0 hrs, 38 mins, 40 secs “The Ring of Fire”

19. Why did the fish in the aquarium hope to accomplish by scaring Nemo with the ring of fire?
20. How was Nemo different after he crossed through the ring of fire?
21. Compare Gil with chief of the aquarium fish to Nemo’s father, Marlin. How are they different? How are they the same?

Chptr 13, 0 hrs, 42 mins, 20 secs – 0 hrs, 43 mins, 38 secs Fish Impressions

22. What does Dory offer Marlin that he doesn’t notice or appreciate?
23. Why doesn’t he?

Chptr 13, 0 hrs, 43 mins, 38 secs – 0 hrs, 47 mins, 45 secs The trench

24. What are two reasons Marlin doesn’t trust Dory?
25. How well do you think Marlin handles the jellyfish emergency? Why has he improved?

Chptr 14, 0 hrs, 47 mins, 45 secs – 0 hrs, 51 mins, 2 secs Escape plan

26. Was it a mistake to let Nemo attempt the escape?
27. Did Gil have Nemo’s interests in mind or his own?

Chptr 15, 0 hrs, 51 mins, 2 secs – 0 hrs, 55 mins, 2 secs Riding the EAC

28. Compare Crush’s and Marlin’s styles as fathers.
29. In what ways did their children turn out differently?

Chptr 17, 0 hrs, 58 mins, 55 secs – 1 hr, 0 mins, 32 secs Nemo tries again

30. How did Nemo find the courage to jam the aquarium filter a second time?
31. Have you ever failed on your first attempt to do something and later found the courage to go back and succeed? Describe the situation.

Chptr 18, 1 hr, 1 min, 4 secs- 1 hr, 3 min, 12 secs The Swirling Vortex of Terror

32. What’s the difference between how Marlin faces the swirling vortex of terror to exit the EAC and how he acted facing earlier things he was afraid of? Why did he change?

Chptr 18, 1 hr, 3 min, 12 secs – 1 hr, 6 mins, 37 secs The whale

33. What’s Dory’s advice to Marlin when they meet the whale?
34. Is Marlin the ‘new and improved’ Marlin when they face the whale or does he go back to his old ways? Why?

Chptr 21, 1 hr 8 mins, 40 secs-1 hr, 10 mins, 43 secs “Now we’re stuck here”

35. Do you think parents should promise that “nothing bad will ever happen to you”? Is there an alternative?

Chpt 25, 1 hr, 18 min, 18 secs – 1 hr, 21 mins, 13 secs “Darla’s present”

36. List the courageous acts you see in this scene and explain why they were carried out.

Chptr 27, 1 hr, 24 min, 23 sec – 1 hr, 30 min, 25 sec Reunion

37. What lessons did Marlin and Nemo learn that allowed them to save the fish?

