



**SMALL STORIES
BIG ISSUES**

KS3 WORK SHEETS

SING



ACTIVITY 1 - WATCH & DISCUSS

Discuss the questions below in your group.

PART 1:



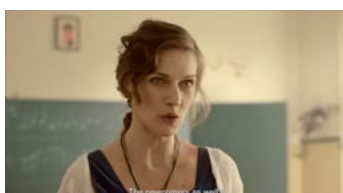
How do you think Zsofi feels about the choir and singing at the beginning of the film? Why?



What emotions does she feel in her new class? Why? How can we tell?



How do you think Zsofi feels when Liza comes to talk to her? Why?



How do you think Zsofi feels when the teacher singles her out as a newcomer. Do you think this was fair of the teacher? Why?



What emotions do you think Zsofi feels when the teachers tells her not to sing?



How do you feel about the teacher? What do you think about what she has done? Why do you think she did it? Do you think she is right? Why? What would you do in Zsofi's situation?

PART 2:



Why do you think Zsofi doesn't tell Liza or anyone else about what her teacher has said straight away? Do you think she should have? Why?



How do you think Zsofi is feeling during this part of the film? How are we shown how she feels?



How and why are we shown the girls' friendship develop during the film?



When Zsofi tells Liza about her teacher why do you think she wants it kept a secret?



How did you feel when Liza spoke out for her friends? How do you think she felt?



How do you feel about how the teacher reacts? How does she treat the children? Do you think any of her arguments make sense/are fair? Why?



What did you think about the end of the film? Do you think it was the right thing to do? Why?

ACTIVITY 3 - DO THE RIGHT THING

"First they Came" by Pastor Martin Niemöller

First they came for the Communists
And I did not speak out
Because I was not a Communist
Then they came for the Socialists
And I did not speak out
Because I was not a Socialist
Then they came for the trade unionists
And I did not speak out
Because I was not a trade unionist
Then they came for the Jews
And I did not speak out
Because I was not a Jew
Then they came for me
And there was no one left
To speak out for me

How do the words above make you feel?

Who might be the "they" that Niemöller writes about?

What do you think it mean when he says, "came for"?

ACTIVITY 3 - DO THE RIGHT THING CTND.

What does he mean by "I did not speak out"? Why do you think he didn't speak out?

What are some ways he could have "spoken up"?

Do you think the speaker should have spoken up for groups of people he did not belong to? Why?

What other groups did the Nazis persecute during WWII?

Do you think that everyone in Germany was partly responsible for the Nazi's rise to power, or that only those active in the Nazi Party were responsible? Explain your answer.

How much responsibility do you feel for what takes place around you: your family, in your school, in your city, in your country, and in the world? List some responsibilities you feel and/or causes you support.

ACTIVITY 4 - PLAN YOUR FILM:

Use the framework below to plan your film. Remember your film should be about a cause you believe in and you should think about how you might persuade your audience that they should get behind the cause and support it. Think about the kinds of images you could use to make your argument stronger and more emotive. What type of music might you use?

Section	Questions to consider	Narration and/or Text	Image
Setting	What is your cause? What's the background - why have you chosen your cause? What does it mean to you?		
Problem	What is/are the problem/s? Describe what is happening in your community/the world that you think needs to change. Who needs help? Why?		
What Could be	Describe a better world where the problem/s don't exist.		
Solution or idea	Is there a solution to the problem? How can change begin to happen?		

PART 3 - PLAN YOUR FILM CONTINUED:

Section	Questions to consider	Narration and/or Text	Image
Reward	How could change make things better for everyone? What would the best outcome be?		
How you can help	What can we do as individuals? How can we help each other? Are there any organisations/charities that you want to mention?		

POWER OF THREE

"London is a vibrant, diverse and exciting city."

EMOTIVE LANGUAGE

"The attack was vicious, cruel and fervent - with horrifying results!"

RHETORICAL QUESTIONS

"Would you want a life of poverty and loneliness?"

SAY AGAIN

Repeat the same word/s and ideas or use similarly structured phrases.

UNDERMINE OPPOSING VIEWS

"Anyone who claims that unemployment is easy is wrong. It's not easy, it's tough."

ANECDOTE

"When I was a child...," "Last time this happened to me..."

DIRECT ADDRESS

"You know this needs to end, so you need to help us now!"

EXAGGERATION

"Shampoo doesn't get much better than this, your hair is left with the most amazing shine."

ALSO TRY HUMOUR, STATISTICS, FLATTERY, OPINIONS & ALLITERATION