

# *Behind the Scenes of the New Zealand Film Industry*

## A Guide for Teachers

### Introduction

*Behind the Scenes of the New Zealand Film Industry* is a short documentary-style film, designed to showcase the importance of the New Zealand film industry both as part of the New Zealand creative landscape, and as key part of the New Zealand economy.

The film highlights the roles that individuals play in various aspects of the movie-making process in an attempt to show the human story behind film production.

The film has been created by the NZ Film Commission and the New Zealand Screen Association (formerly the Federation Against Copyright Theft) in order to focus attention on how illegal sharing of movies in New Zealand has a detrimental effect on not only the film industry at large, but also on the individuals who work in it.

This teacher's guide has been produced to provide some assistance and guidance to New Zealand educators wishing to use this resource as part of their teaching programme.

The film is intended for use with students at intermediate and high school levels, however, there is no reason why, with the correct support materials, this short film could not be adapted for use with students of any age.

### NZ Curriculum Values and Key Competencies

It is intended that this resource be used to support students in their learning in a number of different areas. To successfully achieve this, it must integrate well with a programme based upon the NZ Curriculum, and therefore be reflective of the Values and Key Competencies that are embedded within the curriculum.

This film is designed to act as a way to begin a conversation with students around the issues of creativity, intellectual property and rights, employment, and personal responsibility in the context of the New Zealand film industry. In doing so, it will engage students in the key competencies of thinking, managing self, relating to others, participating and contributing. It is hoped that the conversations it begins will foster innovation, inquiry, and curiosity by encouraging critical and reflective thinking, will highlight matters of equity through social justice, and will explore integrity through questions of fairness and ethical behaviour.

### NZ Curriculum Alignment

There are numerous places where the use of a resource such as *Behind the Scenes of the New Zealand Film Industry* may have an impact. This list is provided as a guide. If you are able to use it in other learning areas or to support other learning outcomes, it would be great to hear about that. You could share it with Netsafe at [www.myLGP.org.nz](http://www.myLGP.org.nz), as part of their wider Digital Citizenship framework, or directly with NZSA at [www.nzsa.co.nz](http://www.nzsa.co.nz).

## **Media Studies**

**Strand: Media in Society** - Students explore how the media operates within societal contexts and how they themselves can understand the place of media in society. These societal contexts can include historical, economic, social, cultural, and political perspectives.

Students learn to understand their own relationship with the media in order to act as critical, active, informed and responsible citizens.

## **Social Studies**

**Strand: The Economic World** – Students learn about the ways in which people participate in economic activities and about the consumption, production, and distribution of goods and services. They develop an understanding of their role in the economy and of how economic decisions affect individuals and communities.

An interesting fact for students in this strand is that our local film industry alone contributes around \$2.8 billion to the New Zealand economy, creating nearly 32,000 jobs (PricewaterhouseCoopers Economic Impact Report, 2015).

## **Technology**

**Strand: Nature of Technology** - Students develop an understanding of technology as a discipline and of how it differs from other disciplines. They learn to critique the impact of technology on societies and the environment and to explore how developments and outcomes are valued by different peoples in different times. As they do so, they come to appreciate the socially embedded nature of technology and become increasingly able to engage with current and historical issues and to explore future scenarios.

## Ideas for using *Behind the Scenes of the New Zealand Film Industry*

As stated earlier, it is our thinking that this film will act as a focal point for a conversation with students around several issues, including creativity and the creative arts, intellectual property, and the concept of rights and personal responsibility. We believe that these issues are best explored by facilitated, open, and honest discussion between students, in an environment where they feel able to express their opinions. For this reason, we recommend that the film is used in a classroom environment, rather than in an assembly setting.

We have created two lesson activity exemplars to give an idea of ways in which the film could be used to support learning. There are many other ways in which this film could be used, and we hope that, as you begin to use this in your own program, you will share those ideas with other educators.

### Exemplar 1

The film is used as a focus for a discussion or debate in small groups.

Each student will adopt a persona based on one of the individuals in the video, and also the persona of a person who illegally file-shares movies from the internet. Students are then asked to argue the issues raised in the film including creativity, intellectual property and internet freedom. The discussions can be structured by the use of focus questions or can be allowed to develop from the discussions that the students have. These discussions could possibly be done in a “speed dating” format whereby the students move around in character, discussing their opinions for a limited time before moving on at the sound of the bell.

Students could be asked to perform a role play in character, or could participate in a formal debate using a moot established by themselves or the teacher, in order to show what they had learnt from the exchanges they had in small groups.

Students could be asked to sum up what they had learnt from the exchange in terms of a 1, 2, 3 block review, where they write down the following;

1. Things they already know
2. Questions they still want to ask
3. Most important things they have learnt.

## Exemplar 2

The film is used as an information source, and a focus for the discussion.

Students are asked to layout (by way of a mind map) out who is involved in the process of making a movie, from the characters that they saw in the film, and from their own knowledge and ideas.

Students could carry out a focus group activity, where they each adopt (or pick at random) the character of one of those involved in making a movie and answer questions on how the internet has affected their job. One of the characters should be a movie consumer.

Using the information they have gained, the group could come up with a model for delivering films to the consumer over the internet that is sustainable for everyone involved. Students could present their models in many ways, for example orally, as a written business plan, or as a mind map.