

# Day Trip



*Day Trip is a warm-hearted drama about a gang member who wakes up one morning and decides he needs a day off. Inspired by a newspaper advertisement, he impulsively decides to take a short ferry trip between two islands. With his tattooed face, black leather clothing and prominent gang patch, the gangster is a fish out of water when he arrives in the small, idyllic port town of Picton. The experience he has there changes his outlook on life.*

**Director:** Zoe McIntosh

**Writers:** Costa Botes, Bill Payne

**Producers:** Costa Botes, Gareth Moon

**Road trip / 11 minutes / Rated G / 2010**

**Theme:** Belonging

**Key Competency:** Relating to others

## **ABOUT THE FILM:**

*Day Trip* is based on a story written by Bill Payne, who had first-hand experience of the conflicts his fellow inmates faced, both internally and from their former associates, when they tried to leave a gang and turn their lives around. An actual gang watering hole was chosen as the location for the bar scene. A fake wall was built to separate filming from the rest of the pub, which continued trading while shooting was going on. This film is about the moment a person decides to make changes in their life and the strength of character needed to follow through

## **ABOUT THE DIRECTORS:**

Zoe McIntosh first won attention for a documentary on mail-order brides, made while she was studying at Ilam. In 2010 *Lost in Wonderland*, her documentary about idiosyncratic barrister Rob Moodie, won the Qantas Film and Television award for Best Popular Documentary. Currently developing a feature film and directing advertisements, McIntosh also helmed bogan buddy romp *The Deadly Ponies Gang*.

[www.nzfilm.co.nz/film/day-trip](http://www.nzfilm.co.nz/film/day-trip)



## EXPLORING CHARACTER

### Enquiry Question:

How can we use evidence from the film to describe the character?



## EXPLORING THEME

### Enquiry Question:

How do we respond when we don't feel like we belong?

### INDEPENDENT:

- + Use the notes you made while watching to make two bubble maps: one to describe the character at the beginning and another to describe the character at end of the film after his trip across the water. Compare the two bubble maps. What do you notice about things that are the same or different?

### WHOLE CLASS:

- + Which key adjectives would you use to describe this character at the end of the film?

### INDEPENDENT:

- + Choose five of the adjectives discussed with the whole class and find evidence in the film – why do we describe the character in this way?

### WHOLE CLASS:

- + Did your impression of the character change as the film progressed? Do you think the other characters in the film judged the main character because he was in a gang? Do you think this is fair? Why/why not?

### INDEPENDENT:

- + *Write to describe:* Describe the character in the film, thinking about how his actions, rather than what he says, inform us about the character.
- + *Write to recount:* Write about a trip you have taken that has made you think differently about something that you do. What was it about the experience that made you want to change?

### WHOLE CLASS:

- + How does the filmmaker demonstrate that the character does not fit into the variety of settings that he finds himself in through this film? How are the men in the bar similar to a gang? Gangs usually show belonging in the clothes they wear and the things they do together. How do the men in the bar show they belong to a group?

### GROUPS:

- + Use a circle map to collect ideas about groups that we belong to. Groups could be part of a school, family or other context. Suggested frame of reference question – Why do we join new groups?
- + As we grow, the groups that we belong to change. As we mature, we move into different groups and away from groups we used to belong to. Are there any groups you used to belong to that you no longer do?

### INDEPENDENT:

- + If the character had not gone on his adventure, do you think that he would still feel like he didn't belong in the gang? Explain why/why not.

### WHOLE CLASS:

- + How does the filmmaker show that the character does not feel like he belongs in the gang at the end of the film? What do you think he will do next?

### INDEPENDENT:

- + *Write to explain:* Why do you think the gang member no longer felt like he belonged in the gang at the end of the movie? What do you think had changed for him through his experiences that day?



## EXPLORING NARRATIVE

*Enquiry Question:*  
How do our experiences  
change us?

### ■ GROUPS:

- + Develop a flow map showing the order of the main events in the story. Work together with your group to decide what parts must be included.
- + Which of the main points from your flow map do you think is the most important part of the story?

### ■ WHOLE CLASS:

- + Where in the story do you think the character changed the most? What was the event that changed the character? What other stories have we read about people who have been changed by something that has happened to them?

### ■ GROUPS:

- + Compare this film to another story we have read about a character who is changed by something they do. How are they the same or different?

### ■ INDEPENDENT:

- + *Write to entertain:* Write a narrative about a day in your life that took a surprising turn. Perhaps it started off as you expected but something occurred, which sent the day in a completely different direction than you were expecting.



## EXPLORING KEY COMPETENCIES – RELATING TO OTHERS

### Enquiry Question:

How do our perceptions of people affect how we react to them?

When we are relating to others we are interacting effectively with others in a variety of settings and with different groups of people.

### ■ WHOLE CLASS:

- + In which settings did we see the main character interacting with others? Were his interactions with others the same in all settings and with all people? Use a tree map to organise the class's thinking about the different times in the day he was interacting with others, splitting the interactions into appropriate and not appropriate.

*For example:*

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#### Gang member's interactions through the day

##### *On the train*

- » watched quietly as the child pulled faces
- » pulled face back
- » didn't say anything when the lady was scared

##### *In the bar*

- » followed instructions
- » was polite
- » paid for his beer
- » joked with the locals

##### *At the gang house*

- » sat quietly
  - » brought them meat
  - » separated himself from them
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### ■ GROUPS:

- + In groups, use a double bubble map to show how your behaviour would be different if you were talking to someone you had just met or if you were talking to a friend. Use this to share back to the class: would it be mostly the same or different?

### ■ INDEPENDENT:

- + If you were the gang member, what do you think you would do if you were told to take off your gang patch, knowing that everything you wore (and your back) had a gang patch on it? Why do you think the men in the bar reacted as they did when the man took his T-shirt off?

### ■ WHOLE CLASS:

- + This film gives us examples of different behaviour in a variety of contexts. What are some different times when our behaviour changes? Do we act the same all the time? Make a continuum from 'agree' to 'disagree' along the classroom floor. Place yourself in the spot that reflects your level of agreement or disagreement with the following statements (and share why you chose this):

- » I act the same all the time, it doesn't matter who I am with or what I am doing.
- » I think it was OK for the boys on the street to make fun of the character as he walked past them.
- » I think the little boy on the train was ruder than the man was.
- » The men in the bar were rude to the gang member, just because of how he looked.
- » There was nothing wrong with the way the gang members were acting when they ate their dinner.

- + *Write to recount:* Recount a moment in the film where a character's behaviour was not appropriate for the situation. Tell us about what the character did that was inappropriate and what they should have done to show they could relate to others appropriately.

- + *Write to recount:* Recount a time when you had to change the way you behaved because of the situation you were in or the people you were with.