

# Koro's Medal



*Koro's Medal is a daring tale of adventure and imagination. While hiding from his older brother Tama, Billy drops his grandfather's precious war medal through a crack in their apartment floorboard into the bookshop below. At first, Billy's mission is simply to get down to the bookshop to retrieve Koro's medal, but when two hapless thugs come across it while stealing rare books, Billy is forced to take matters into his own hands.*

**Director:** James Barr

**Writer:** Simon Paniora

**Producers:** Carne Bidwill, Quinton Hita, Tearepa Kahi

**Adventure / 14 minutes / Rated G / 2011**

**Theme:** Family treasures

**Key Competency:** Managing self

## **ABOUT THE FILM:**

Like the main character Billy, James Barr was never interested in his Māori heritage growing up and could not identify with Billy's captivation with superheroes and other trappings of Western pop culture. James was taken in by the sense of fun and the themes of respect, valour and honesty evident in the film script and he took inspiration from his favourite childhood films *The Goonies* and *Home Alone* to tell Billy's story.

## **ABOUT THE DIRECTORS:**

James Barr started his film career as a lighting technician for the miniatures unit of *The Lord of the Rings*. With his new skills, and contacts he started making music videos for local bands in early 2000. The first few went on to win awards, which led to more music videos and a career in TV commercials. James is currently developing another short film idea and a feature film script.

[www.nzfilm.co.nz/film/koros-medal](http://www.nzfilm.co.nz/film/koros-medal)

## EXPLORING CHARACTER

*Enquiry Question:*

How can we compare the different characters in a film?



## EXPLORING THEME – FAMILY

*Enquiry Question:*

How does this family remember things that are important to them?

### ■ WHOLE CLASS:

- + Why was Billy so desperate to get the medal back when he dropped it? What would you have done in that situation?
- + How did the filmmaker tell us about the thieves? Were there different ways used to tell us about them?

### ■ GROUPS:

- + Use a double bubble map to compare Tama and Billy. How are they the same or different?

### ■ INDEPENDENT:

- + *Using the information on your double bubble map, write to explain:* Do you think the brothers are mostly the same or mostly different? Use examples from the story to help support your explanation.

### ■ WHOLE CLASS:

- + Using a human continuum, stand somewhere in the class to answer: Do you think the brothers are mostly the same or different?

\* *Suggestion - You might want to ask the children talk about this film at home and discuss the idea of special things to families, asking if their families have anything like this (to use in the next lesson).*

### ■ WHOLE CLASS:

- + Why was Koro so special to the family? What were his special accomplishments?

### ■ GROUPS:

- + What did Billy learn about his family through the film?
- + How did the family show that their Koro was still important to them?
- + What did that look like in the film?

### ■ INDEPENDENT:

- + What does your family treasure from the past? Are there any special things in your family that belonged to relatives? Or: How do we show things are important to ourselves or our family?

### ■ WHOLE CLASS:

- + What do you think Mum will say to the boys when she finds the bookstore ruined? How can her reactions through the film help us to predict this?



## EXPLORING NARRATIVE

*Enquiry Question:*  
How do we see the story through the eyes of the character?

### ■ WHOLE CLASS:

- + What do you think the main idea of this movie is? Do you think the movie would be different if it were made in another country?

### ■ GROUPS:

- + How did Billy feel about his grandfather at the start of the film? Did this change throughout the film? Why do you think this?

### ■ WHOLE CLASS:

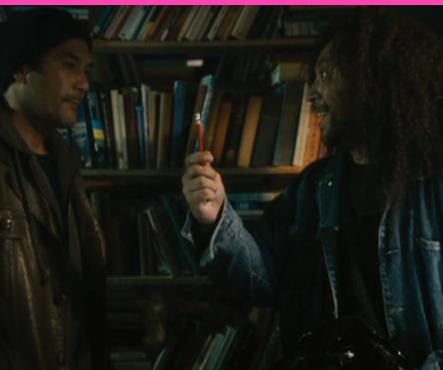
- + When did Billy realise how precious his koro's medal was?
- + Why do you think Billy went to such dangerous lengths to get the medal back when the thieves had it?

### ■ GROUPS:

- + How did the filmmaker use humour throughout the film to help maintain the audience's interest? How would the story be different if they had not done that?

### ■ INDEPENDENT:

- + *Write to recount:* How would the story look if it were told from another character's perspective? Choose a character and re-write the story, as they would tell it.



## EXPLORING KEY COMPETENCIES – MANAGING SELF

*Enquiry Question:*  
What would it look like if we were showing the key competency of managing self?

When we are showing the key competency of managing self, we are enterprising, resourceful, reliable, and resilient. We meet challenges as they appear. We know there is a time to lead and a time to follow, and we think carefully about which option we should choose.

### ■ WHOLE CLASS:

- + What challenges did Billy face in this short film? Did he show resourcefulness at any time in the film? What did this look like?
- + What does it mean to be resilient? When in the film did Billy show resilience? How can we show this in our class?

### ■ GROUPS:

- + Choose the biggest challenge that Billy faced and use a flow map to show how he overcame this challenge.

### ■ INDEPENDENT:

- + Remake the flow map, showing what you would have done if you were Billy and you were faced with the same challenge.

### ■ GROUPS:

- + Share your flow maps with others in a group. How have you shown the key competency of managing self in your choices when faced with the same situation as Billy?