

One Shoe Short



Rodney, an Aboriginal boy living in Alice Springs, Australia, wants to go to school, but can't find his shoes. Without shoes he's not allowed in the classroom. His friend Jesse helps as best he can. One Shoe Short is an amusing tale of mischief and friendship, written and directed by Jackie van Beek, a New Zealander who was living and working in Australia at the time.

Writer/director/producer: Jackie van Beek

Drama / 9 minutes / Rated G / 2007

Theme: Friendship

Key Competency: Thinking

ABOUT THE FILM:

The production grew out of a clown workshop that writer and director Jackie van Beek was running in Alice Springs, and stars two of the local Aboriginal boys Jackie worked with in the clown workshop. Jackie was inspired to challenge the dominant views of Aboriginal people in remote communities. She wanted to show the kids in a positive light. It's an upbeat, empowering film, showing the kids as smart and funny.

ABOUT THE DIRECTOR:

Jackie van Beek works as an actress, writer and director in theatre and film. She has made six short films and is in development with her first feature length film. Her first two films, *One Shoe Short* and *Just Like the Others*, are both being used as educational resources in Denmark, the UK, France, Australia and New Zealand.

www.aso.gov.au/titles/shorts/one-shoe-short/clip1/



EXPLORING CHARACTER

Enquiry Question:

How do the surroundings and community shape the boys in the film?

■ WHOLE CLASS:

- + Where in the world do you think this film was made? How do you know that?
- + How are the characters shaped by where they live?

■ GROUPS:

- + How do you think the young boy felt when he was kicked out of class? Why do you think that?
- + How would you describe the relationship between the two boys?

■ INDEPENDENT:

- + *Write to explain:* What would you do if you had a brother that was in trouble at school?

■ WHOLE CLASS:

- + What did you think when the boy ran down the road and kicked off his shoes to play rugby?



EXPLORING THEME – FRIENDSHIP

■ WHOLE CLASS:

- + Why do you think the older boy gave a shoe to his friend when he was kicked out?

■ GROUPS:

- + What do we do in our class to help others and show friendship? Group these ideas into things that are similar to those in the film, and ones that are special to our class.
- + Do you think the older boy thought he would get in trouble when he bought sausages instead of steak?
- + How did they show friendship through the film?

■ INDEPENDENT:

- + What would you do if the teacher kicked your friend out of class for something that you think is unfair? *Write to explain or use a flow map to show what you would do.*

■ WHOLE CLASS:

- + What does the filmmaker do to show they are good friends, without using words?



EXPLORING NARRATIVE

Enquiry Question:
How can we identify the main idea or theme in a film?

■ WHOLE CLASS:

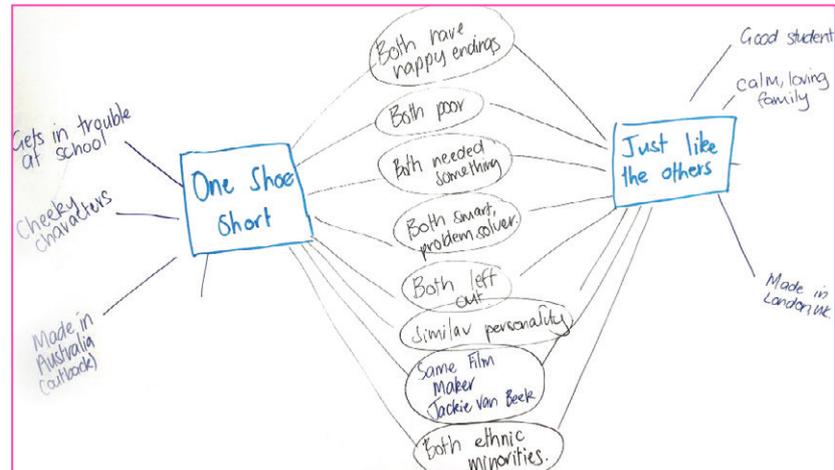
+ What do you think the main theme of this film is? How is this shown by the filmmaker?

■ GROUPS:

+ Do we have different ideas about the main idea of the film? What other ideas are in the film that may not be the main idea, but are also important?

+ How did you feel when the two boys were kicked out of the class for not having shoes? Do you think this would happen in our school?

+ Now that we have watched *One Shoe Short* and *Just Like the Others*, use a double bubble map to compare the two stories that they tell.



Example of a double bubble map created by children at Stanhope Road School doing this exercise.

■ INDEPENDENT:

+ *Write to explain:* Do you think the two films are mostly the same or mostly different?



EXPLORING KEY COMPETENCIES – THINKING

Enquiry Question:
How did the characters in the film use the key competency of thinking?

When we are showing the key competency of thinking, we are creative, critical thinkers making sense of information. Good thinkers are problem-solvers who actively seek, use and create knowledge. They ask questions and challenge the basis of assumptions and perceptions.

■ WHOLE CLASS:

+ Why should we think creatively when we are faced with a problem? How did the character show this?

■ INDEPENDENT:

+ What did the character do that showed good thinking to solve a problem?

■ WHOLE CLASS:

+ If you could talk to one of the boys in this film, what questions would you want to ask them?

* *Suggestion – Use hot seating to have a student act as one of the characters and let the rest of the class ask them questions. Let the acting student use their creativity along with their knowledge from the film to answer the questions.*

■ INDEPENDENT:

+ *Write to recount:* Write about a time in your life when you have been faced with a problem and you found a creative solution to this.

■ GROUPS:

+ Share your story with the group. What similarities and differences do we find with the other stories the people in our group have written?