

The Six Dollar Fifty Man



It's hard to look after yourself in the playground when you're different. The Six Dollar Fifty Man is an award-winning short film, set in New Zealand in the 1970s. It tells the story of Andy, a gutsy eight-year-old boy who lives in a make-believe world where his imagination allows him to perform heroic physical feats.

School is a pretty tough place for Andy, with playground bullies and even his teacher giving him a hard time. When Andy gets sent to the headmaster, he realises that to save himself and his only friend Mary, he must face up to the real world.

Directors: Mark Albiston and Louis Sutherland

Writer: Louis Sutherland

Producer: Wendy Cuthbert

**Coming of age / 15 minutes /
Rated PG Low-level violence / 2009**

Theme: Bullying

Key Competency: Managing self

ABOUT THE FILM:

The Six Dollar Fifty Man is inspired by Mark Albiston's own experiences with bullying at school, but another inspiration is his oldest son Jude who (aged five) believed he was invincible and had the same warped sense of reality that Mark had at that age. It was filmed at Te Horo Primary School on the Kapiti Coast, using the children as schoolyard extras.

ABOUT THE DIRECTORS:

The Six Dollar Fifty Man is the third short film that Mark Albiston and Louis Sutherland have collaborated on as a writer/director team. The two have worked together in the industry for more than 15 years, creating a strong language through their many shared experiences, breathing an authenticity into their films. Their body of work is built on tales that explore the depths of the human spirit.

www.thesixdollarfiftyman.com



EXPLORING CHARACTER

Enquiry Question:
How can we use a character's actions to learn about their personality?



EXPLORING THEME – BULLYING

Enquiry Question:
What can bullying look like in schools and what can we do about it?

■ WHOLE CLASS:

- + What did you think of Andy at the start of the film when he was holding the electric fence? Why do you think he was doing it?
- + Why do you think the bullies were being so mean to Andy?
- + How could we classify (group) Andy's actions? If we were going to use a tree map to group his actions, what headings might we use?

■ GROUPS:

- + What did you think of Andy at the start of the film when he was holding the electric fence? Why do you think he was doing it?

■ INDEPENDENT:

- + Using the list that you created in your group, classify his actions using the headings from your tree map, to show what we learn about him from his actions.
- + *Write to explain:* What can we learn about Andy from his actions?

■ WHOLE CLASS:

- + Who were the bullies in the film?

■ INDEPENDENT:

- + Choose one of the bullies and list their actions that you think showed bullying.

■ GROUPS:

- + Share your lists with others, adding anything else that you think is a good example of the bullying shown in the film. What different ideas did others have that you chose not to include in your list?

■ WHOLE CLASS:

- + What did Andy do to deal with the bullies? What strategies did we see him use?

■ INDEPENDENT:

- + Use a circle map to write down any strategies you saw Andy using to deal with the bullies in the school. Use a different colour to write any other ideas of things he could have tried.

■ GROUPS:

- + Choose one situation from the film and work together to come up with a different way Andy could have handled the situation. Act it out to the class showing first what Andy did, and then what else he could have tried.

■ INDEPENDENT:

- + *Write to explain:* How did Andy handle the bullies in a sensible way?



EXPLORING NARRATIVE

Enquiry Question:
How did the underdog come out as the champion?

■ WHOLE CLASS:

- + What stories do we know where the person who wins is not who we expect to win (such as David and Goliath, The Tortoise and the Hare)? How is this story like that?
- + What did you think when Andy was sent to the principal's office?
- + What do you think of the principal?

■ GROUPS:

- + Use a double bubble map to show ways this story is similar and different to other stories where the underdog wins.

■ WHOLE CLASS:

- + What do you think the other kids at school thought when they saw Andy was one of the winners in the art competition?

■ GROUPS:

- + Why do you think there are so many stories in which the underdog comes out on top?

■ INDEPENDENT:

- + What would you say to the principal if you were the little boy?
- + Write a letter to the principal as if you were Andy when he found his picture was one of the winners in the school art competition.



EXPLORING KEY COMPETENCIES – MANAGING SELF

Enquiry Question:
How can we show the key competency of managing self when dealing with tough situations?

When we show the key competency of managing self, we are enterprising, resourceful, reliable and resilient. We meet challenges as they appear through our lives in a responsible and thoughtful manner. 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:

- + How did Andy show the key competency of managing self? List opportunities through the film where he met challenges in a responsible way.

■ GROUPS:

- + Were there times when Andy could have better met the challenge presented to him? Use a circle map to identify times he handled challenges well, and times he could have done better.

■ WHOLE CLASS:

- + Are any of Andy's situations familiar to us? What parts of the film have we experienced at our school?

■ INDEPENDENT:

- + *Write to explain:* What could Andy do to solve a challenge in a more creative or inventive way?

■ GROUPS:

- + What would you suggest Andy does tomorrow when he gets to school?
- + How could he treat the boys who have been bullying him? Use a flow map to show what he could do next.