

# I'm Going To Mum's



*Jacob is eight years old and his parents dress him funny. I'm Going to Mum's is an entertaining drama about a boy being pulled in different directions by his recently separated parents. It's not easy dividing his time between Mum and Dad each week.*

*Stuck in the middle of a fresh divorce, Jacob takes drastic fashion action to make himself heard.*

**Writer/director:** Lauren Jackson

**Producers:** Andrew Cochrane, Jeremy Macey

**Drama / 12 minutes / Rated G / 2013**

**Theme:** Conflict

**Key Competency:** Relating to others

## **ABOUT THE FILM:**

The first film developed in the *Short Film Lab* presented by *Show Me Shorts* and *Script to Screen*, this story was inspired by Lauren Jackson's own experiences of divorce plus those of her friends and acquaintances. When she spoke to several parents sharing care of children, clothing came up as a day-to-day issue every single time. *I'm Going to Mum's* is a story about innocence, division, role reversal, loyalty and autonomy. It's about the right to lead a whole life.

## **ABOUT THE DIRECTORS:**

Lauren Jackson works as a director, playwright, actor and drama tutor. After being selected to participate in the *Short Film Lab* presented by *Show Me Shorts* and *Script to Screen*, Lauren wrote and directed *I'm Going to Mum's*, her first short film. Lauren has further film projects in development.

[www.imgoingtomums.com](http://www.imgoingtomums.com)



## EXPLORING CHARACTER

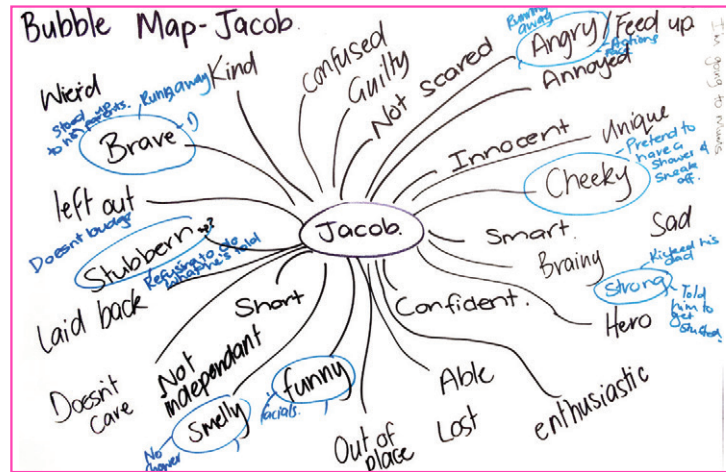
*Enquiry Question:*  
What does the filmmaker do to share information about the characters?

### WHOLE CLASS:

- + Why do you think Jacob started wearing all his clothes at the same time? Do you think it was a good idea?
- + How do we find out about Jacob in this movie?

### GROUPS:

- + Use a bubble map to describe Jacob's character.



Example of a bubble map created by children at Manurewa Intermediate doing this exercise.

### INDEPENDENT:

- + From the adjectives in the bubble map, which three do you think best describe Jacob?
- + What evidence can you find of this in the film?
- + Do you think Jacob chose a good way to show his parents how upset he was?



## EXPLORING THEME - CONFLICT

*Enquiry Question:*  
How does Jacob manage conflict in his life?

### WHOLE CLASS:

- + Which characters were in conflict in the film? Why was this?

### GROUPS:

- + How did this conflict affect Jacob?
- + Jacob almost stops wearing all his clothes when his mum says he can wear his favourite top to Dad's house. Why does he quickly put his clothes back on when she says, "If he shrinks it, he can pay for it"?

### WHOLE CLASS:

- + When Jacob is upset about his parents fighting, what else could he have done to let them know how upset he was? Collect ideas using a circle map.

### INDEPENDENT:

- + Use a flow map to show how else he could try to deal with the problem.



## EXPLORING NARRATIVE

*Enquiry Question:*  
How do the things happening around us change us?

### ■ WHOLE CLASS:

- + What do you think the main idea of the movie is? Do any of us think there is a different main idea? Why might we have different thoughts about this? How is that idea, or these ideas, shown through the movie?

### ■ GROUPS:

- + How does Jacob change throughout the movie?

### ■ WHOLE CLASS:

- + Why do you think Jacob finally took off all his layers at the end of the movie?

### ■ INDEPENDENT:

- + What do you think the characters will do next? What clues in the story so far make you think that?



## EXPLORING KEY COMPETENCIES – RELATING TO OTHERS

*Enquiry Question:*  
How can we help other people to relate well with others?

When we are showing the key competency of relating to others, we interact effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognise different points of view, negotiate and share ideas. We are able to effectively communicate with others and work together with others.

### ■ WHOLE CLASS:

- + Do you think anyone in this film is showing they can do this?

### ■ GROUPS:

- + Choose one of the three characters, and list any ways they are showing this key competency, and list any ways you think they could improve.

### ■ INDEPENDENT:

- + Write a letter to a character in the story. Tell them about what you think they do well and what you think they could improve and why they should do this.

### ■ GROUPS:

- + Share back your letters with other people who have written to that character. Has everyone said the same things or are our letters different?
- + Why might they be the same/different?