

INDIA ON FILM

A LITTLE PRINCESS

Part of BFI's India On Film season

This resource is designed to be used with selected film titles, which are available free for clubs at www.intofilm.org/clubs

**See, think, make.
Learn**

intofilm.org

**INTO
FILM**


LOTTERY FUNDED

About this resource

This educational resource is based on the film *A Little Princess*: an adaption of the children's novel by Frances Hodgson Burnett. Complimenting the BFI's 'India on Film' season, this resource offers young children an insight into India through the eyes of the main character Sara Crewe. Suitable for students aged 5–9, this resource is principally designed for use in the classroom to support literacy, encouraging children to engage in film analysis, as well as creative and descriptive letter writing.

You can download the accompanying materials:

- **A Little Princess PowerPoint Presentation**
- **Curriculum links** document.

Safeguarding

We advise that you ensure the content is appropriate for your pupils by viewing the clips in the accompanying PowerPoint presentation before delivering these activities in class. We also recommend you view content on external links in advance of sharing these with pupils, as we are unable to accept responsibility for content, which may change, move or become unavailable without our knowledge.

Accessing film

You can order films for free through your Into Film Club account. Not yet Into Film? Joining Into Film is easy and free – go to the website to find out more and register or email support@intofilm.org. Into Film also offers Continuing Professional Development (CPD) for teachers and educators – go to www.intofilm.org/training to find out more.

About India on Film

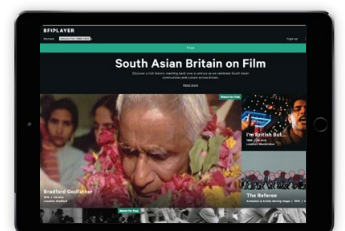
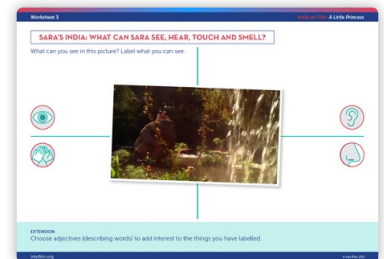
Encompassing many aspects of Indian Cinema past, present and future, India on Film is a comprehensive review, the biggest in the UK for over a decade, showcasing the richness and diversity of Indian filmmaking and films about India. Spanning the latest hotly anticipated Bollywood blockbusters, new boundary-pushing independent cinema and restorations and retrospectives. For free archive films please visit BFI Player:

India on Film: 1899 – 1947

<https://player.bfi.org.uk/free/collection/india-on-film-1899-1947>

South Asian Britain on Film

<https://player.bfi.org.uk/free/collection/south-asian-britain-on-film>





About Into Film

Into Film is an education charity that puts film at the heart of children and young people's educational, cultural and personal development. Over half of UK schools engage with our programme of Into Film Clubs, special cinema screenings, and resources and training to support classroom teaching. Alongside rich online content for young audiences, this provides 5-19 year olds with inspiring opportunities to learn about and with film, and develop a passion for cinema. Into Film's work is supported principally by the BFI through the National Lottery, and by the film industry through Cinema First. Visit intofilm.org for more information.



ABOUT THIS FILM

A Little Princess

1995 | 97 mins | Cert. U

World War I causes upheaval in the life of a young girl in this adaptation of the classic children's tale. After her father enlists in the British army, Sara is forced to leave behind her home in India and stay at the boarding school in New York that her late mother attended. Her fresh personality and exotic tales prove to be a hit with her new schoolmates - but wicked headmistress Miss Minchin sets out to crush her spirit and make her life a misery. Director Alfonso Cuarón went on to make *Harry Potter and the Prisoner of Azkaban*, so it will come as no surprise that this film features several dark and tense scenes.

A LITTLE PRINCESS

Summary

This two-part lesson encourages learners to discover India by contrasting the sounds and sights of Sara Crewe's former home with that of bustling New York City. Pupils work towards creating a descriptive letter to Sara's father, through an initial listening activity and a sensory word-bank task. Further scaffolding is provided through a letter-writing structure worksheet.

Learning Objectives

- To imagine India through film analysis.
- To develop creative writing skills for letter writing.

Curriculum links

Literacy, geography

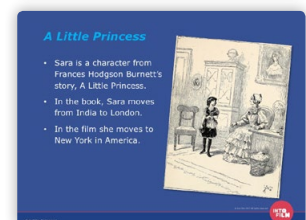
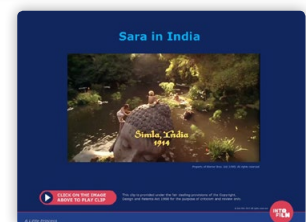
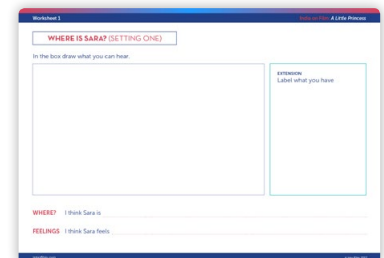
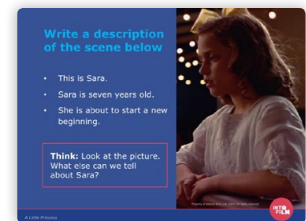
Activity Outline

1. Introduce pupils to Sara Crewe using **slide 2** of the **A Little Princess PowerPoint presentation**. Engage pupils in a discussion about what else they can infer from the film still of Sara.
2. Distribute copies of **worksheet 1 of A Little Princess Printable Resources** to each pupil and introduce them to the listening activity using **slide 3**.
3. Using **slide 4**, play the audio from the film clip. Play the extract twice and ask pupils to draw what they can hear. Some may then label the things they have heard and make predictions as to where Sara is and how she might be feeling.
4. Repeat the activity using **slide 5** and the different setting on **slide 6**.
5. Using **slide 7**, ask pupils to consider what Sara is wearing and where they think she might be. **Slide 8** should also support paired or class discussion predicting where Sara might be.
6. Play the two film extracts using **slide 9** and **slide 10** to reveal Sara's location.
7. **Slide 11** will help pupils understand where India is geographically and where Sara has travelled to and from. **Slide 12** introduces learners to the difference between the setting of Hodgson Burnett's original text in London and the film's use of New York.

Extension

At this point, if available, there is the option to read pupils the opening of *A Little Princess* by Frances Hodgson Burnett.

Please note, this point might form a natural break if you want to divide this learning sequence into two lessons.



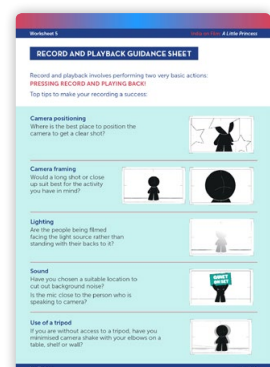
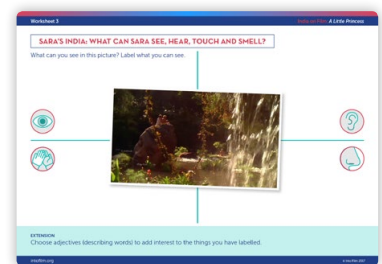
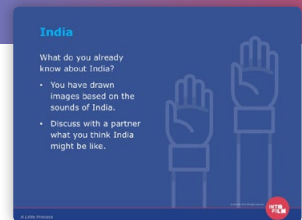
- Using **slide 13** engage pupils in a discussion about what they already know about India. This can be completed in paired, group or whole class discussions. Use the childrens' drawings from earlier in the lesson to help them consider what they think India is like.

Teacher note: As part of this discussion it is worth mentioning to pupils that in the clips provided we are given a very specific 'India' (i.e. we are offered a romanticised version of India). It does not reflect the bustling city life, for instance, that is also apart of modern day India.

- Slide 14** offers a lovely opportunity for pupils to listen to Sara describe India to her friend Becky. As well as inspiring learners to create a piece of descriptive writing, they can be asked which is their favourite image of India that Sara creates.
- Use **slide 15** to clarify the next main activity. **Worksheet 3** helps pupils create a word-bank for this task by labeling an image from the film. Some could be encouraged to choose adjectives to describe the things they have identified.
- Slide 16** and **slide 17** introduce pupils to a key development in Sara Crewe's story. Sara is left at a boarding school while her father goes to war. Watch the clip on slide 17 and discuss with pupils how Sara might be feeling.
- Introduce pupils to the main task: to imagine that they are Sara and to write a letter to Captain Crewe (Sara's father) explaining what she will miss about India. **Worksheet 4** gives pupils a template to support whole-text level writing.
- Slide 18** also offers a model for letter writing (father to daughter) but also functions to provide a stimulus to provoke pupils into writing a response. You may wish to print the letter on **slide 18** and devise tasks that will help pupils identify the features of a descriptive letter. You may also wish to write a success criteria for this main task.

Extension Task

Once pupils have completed their letters they then have the opportunity to create a short Record and Playback film of their letters. This can be done simply as a 'piece to camera' filming the pupil read their letter. However, there is also the potential for greater creativity. Pupils could film a single sequence without sound, for instance, that shows Sara's sadness and then read their letters as a voice-over to the film they create. This can be tailored according to the mood and atmosphere of the individual lesson. Use **worksheet 5** to support this activity.



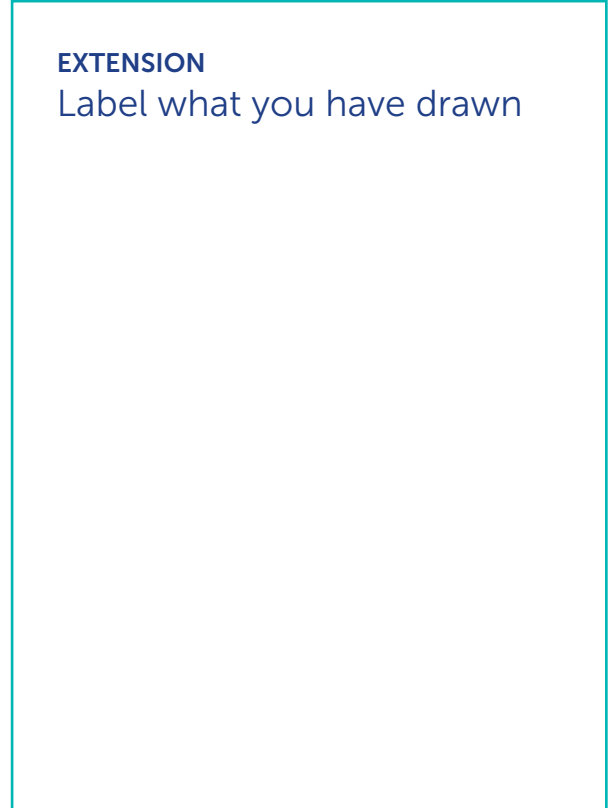
WHERE IS SARA? (SETTING ONE)

In the box draw what you can hear.



EXTENSION

Label what you have drawn



WHERE? I think Sara is

FEELINGS I think Sara feels

WHERE IS SARA? (SETTING TWO)

In the box draw what you can hear.

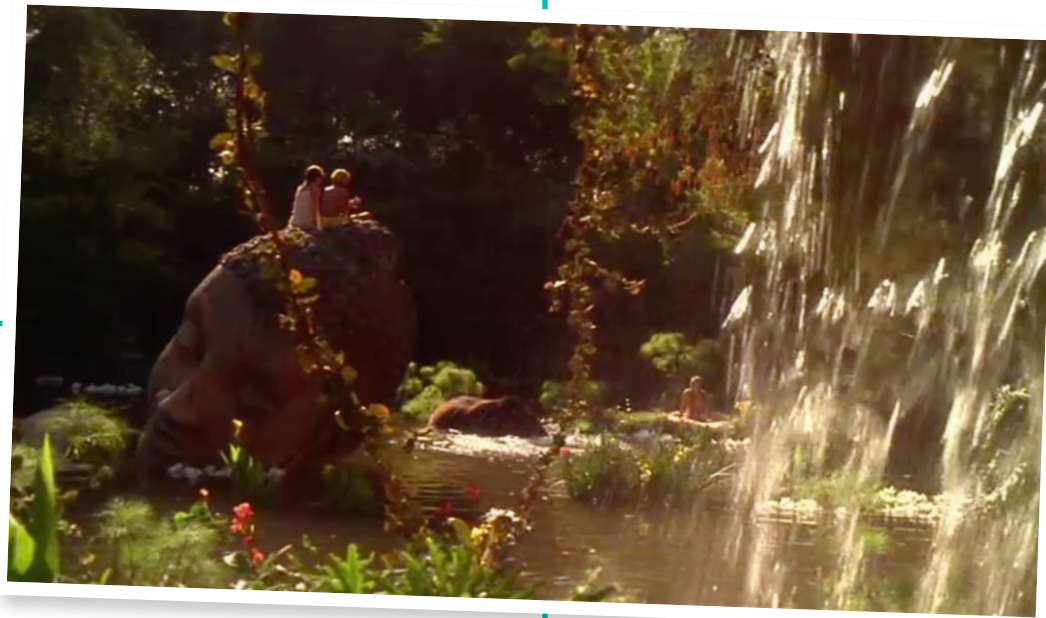
EXTENSION
Label what you have

WHERE? I think Sara is

FEELINGS I think Sara feels

SARA'S INDIA: WHAT CAN SARA SEE, HEAR, TOUCH AND SMELL?

What can you see in this picture? Label what you can see.

**EXTENSION**

Choose adjectives (describing words) to add interest to the things you have labelled.

WRITING TO PAPA

Dear

Tell Papa how you are feeling.

I want to tell you

Share a memory from India. Use lots of description.

Papa, do you remember when

Tell Papa about something that happened at school today.

Today

Tell Papa that you can't wait to see him.

Yours forever

RECORD AND PLAYBACK GUIDANCE SHEET

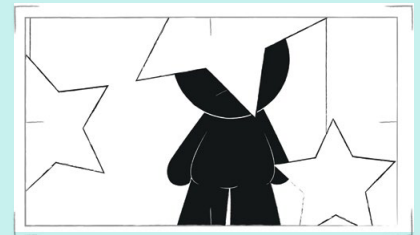
Record and playback involves performing two very basic actions:

PRESSING RECORD AND PLAYING BACK!

Top tips to make your recording a success:

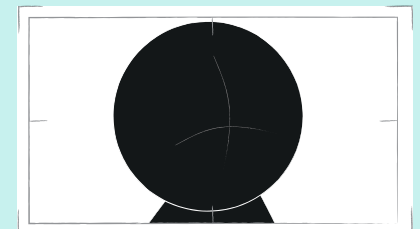
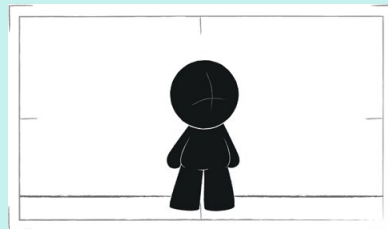
Camera positioning

Where is the best place to position the camera to get a clear shot?



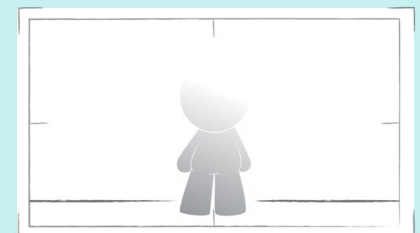
Camera framing

Would a long shot or close up suit best for the activity you have in mind?



Lighting

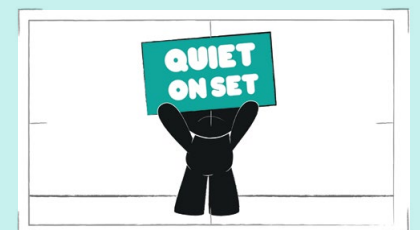
Are the people being filmed facing the light source rather than standing with their backs to it?



Sound

Have you chosen a suitable location to cut out background noise?

Is the mic close to the person who is speaking to camera?



Use of a tripod

If you are without access to a tripod, have you minimised camera shake with your elbows on a table, shelf or wall?

