Objective:

- To allow the students to unwind with relaxing activities.
- To provide them with skills to think critically and engage with media.
- To explore themes of hard-work and gender discrimination through films.

Process:

- Gather the students around and start the movie after conveying the intention of the activity - to critically think about the movie, the characters, the themes and message.
- At key junctions in movies where discrimination is explicitly taking place, pause the movie and ask them to reflect on what just happened
- Refer to the below-mentioned questions as a guide to lead the discussion around the movie. In order to ensure it is a class-led discussion, encourage students to question each others statements and insights.

What You Need:

- Laptop
- Speakers
- Movie
Process:

- Post the discussion, ask them to write about their favourite character or about what they liked and disliked most in the movie to encourage post-movie reflection and documentation.
- Lastly, encourage them to watch other movies with a similar lens, and ask them to not just consume but critically think about what they are consuming. Whether it aligns with their values or not, whether they agree with the message or not, among others.

Talking Points:
- What are your thoughts about this movie?
- Judy did not want to work in the same profession as her parents. Why does this happen nowadays? Does it happen at home or in your village?
- Why did Judy’s parents have a problem with her becoming a police officer?
- Give examples of inequalities in the movie.
- What were your thoughts on the characters?
- Who was the most important character in the movie? What made the character so important?
- What did you think about the way the animals were represented in the movie?
- What was the relationship between predator and prey in the movie?
- What was the message of the movie?
- What did you like most and what did you dislike most in the movie?