

Children of Canada Series
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**National
Film Board
of Canada**

**Office
national du film
du Canada**

My Name Is Susan Yee

Produced by
the National Film Board of Canada

16mm Color
Screening Time: 12 minutes 18 seconds

Distributed by
the National Film Board of Canada



Where Susan Yee lives, there used to be trees, flowers and houses. Now her home borders on a demolition site. To Susan, the scene has become familiar, and she can chat about it comfortably, but to her father, it could mean eviction. The face of the inner city is changing.

Born in Montréal of parents born in China, ten-year old Susan views life with a keen eye and a practical mind. For example, she feels weekends should be longer; she thinks her teacher's learning games don't really work; and she says you can land on your feet – or any place else – when you do a back flip!

Survivor in a disappearing neighborhood yet secure in her own community, Susan's life is made up of many parts which exercise varying degrees of attraction. After school, she assembles jewelry boxes around the family table; on weekends, she charges down Mount Royal on her flying toboggan.

My Name Is Susan Yee is a fresh, piquant portrait of a young person who is descended from an old culture and is evolving in a new one.

This is one of a group of films about children in Canada.

Direction: Beverly Shaffer
Photography: Nesya Shapiro
Camera Assistant: Joan Hutton
Still Photos:
Mary Daemen, H. N. Yee
Picture Editing: Ginny Stikeman
Music: Eldon Rathburn
Sound Recording:
Aerlyn Weissman, Ingrid M. Cusiel
Sound Editing: Jacqueline Newell
Re-recording:
Jean-Pierre Joutel, Richard Besse
Production Co-ordinator:
Margaret Pettigrew
Producer: Yuki Yoshida
Executive Producer:
Kathleen Shannon

National Film Board of Canada
P.O. Box 6100, Montréal, Québec H3C 3H5

106C 0175 111
Printed in Canada



Children of Canada Series

My Name Is Susan Yee

Susan Yee, a Canadian-born Chinese girl, lives in an area of Montréal which is gradually being transformed by the wrecking ball and the building of new office towers. Although she lives at the heart of rapid urban transformation, Mount Royal mountain remains a source of fun and pleasure for her and her friends.

Before Screening the Film

Some of these questions could be discussed in a general way.

1. Describe your own home, not in terms of what it looks like but what it means to you. What makes it important to you? Eventually you might leave it. What do you think you will remember most?
2. What kinds of chores or duties do you carry out around your home? Do you think it's a good idea for children to have these kinds of responsibilities?
3. There are many clues in the world we live in which signal change. For example, what signals a thunder storm? What other kinds of signals do you know of which herald change? (Think of people as well as places and events).

After Screening the Film

Some of these questions could be raised to encourage a discussion.

1. Susan's neighbourhood has changed drastically in her lifetime. Can you find photographs or interview older people to find out about changes in your neighbourhood? What change do you know of which doesn't please you?
2. Do you think that redevelopment of neighbourhoods has to mean wrecking and rebuilding? Is "old" necessarily "bad" or "ugly"? How would you go about improving your neighbourhood, town, city or area?
3. Many large cities are actually many little villages or communities clustered together. For example, Susan lives near the Chinatown section of Montréal. Is this true of your city or the one nearest you?
4. Susan's parents could obviously see that their neighbourhood was going to change yet they chose to stay. Why do you think they did this?
5. Susan meets her friends on Mount Royal mountain to have fun. Where would they meet in your area? (Are you lucky enough to live beside a body of water, a park, a ravine, a wood?) What kind of recreation space does your community have? Why is it important?
6. Susan tells us that her French teacher comes from Haiti. In how many parts of the world is French one of the major languages?

Related Activities

1. Are there any foreign food shops in your community? Find out what kinds of things they carry which are probably not found in regular supermarkets. What do they carry which you don't consider particularly delicious? Who shops there?
2. List all the sounds you can hear from your bedroom in the morning and in the evening. In what way are they similar or totally different from what you think Susan might hear from her bedroom?
3. In the film Susan tries to describe how a back flip is done. We have the pictures of the action to help us see how it is done. Try to describe in words a physical action. Share your attempts with your classmates.

Selected Bibliography

1. Lingard, Joan, *The Twelfth Day of July*, Hamish Hamilton.
2. Mann, Peggy, *The Street of the Flower Boxes*, Coward McCann.
3. Merriam, Eve, *Bam Zam Boom*, Scholastic.

Related Films

Summer's Nearly Over
Cold Pizza

My Name is Susan Yee is one of the films in the Children of Canada Series.

This discussion guide was prepared by Bob Barton of Ontario Teacher Education College and David Booth, Faculty of Education, University of Toronto.

Veronica

Produced by
the National Film Board of Canada
(Multicultural Programme)

16mm Color
Screening time: 14 minutes 11 seconds

Distributed by
the National Film Board of Canada



Veronica Makarewicz does all kinds of things. She bakes in industrial quantities, executes Polish dances with great aplomb, and enjoys shopping at the lush new Eaton Centre – with her eyes, that is. Spadina street is where she really buys.

Born of Polish parents, nine-year old Veronica lives over her parents' bakery in the "inner city" of Toronto, a neighborhood of small shops and many nations. Active over the counter and behind the scenes, she likes to talk to the customers, many of whom are old

and come for a place to chat. She is particularly fond of finger-licking... after the work is done.

A first-generation Canadian, Veronica's life blends elements of the old world and the new.

This is one of a group of films about children in Canada.

Directed by Beverly Shaffer
Photography: Hideaki Kobayashi
Sound: Ingrid M. Cusieli
Editing: Anne Henderson
Camera Assistant: Joan Hutton
Original Music: Larry Crosley
Sound Editing: Gloria Demers
Assistant Sound Editing: Margaret Wong
Re-recording: Jean-Pierre Joutel
Producer: Yuki Yoshida
Administration: Jane Kenderes
Executive Producer: Kathleen Shannon

National Film Board of Canada
P.O. Box 6100, Montréal, Québec H3C 3H5
106C 0177 287 (Videocassette: 116C 0177 287)
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Children of Canada Series

Veronica

Veronica lives in the "inner city" – on Queen Street in Toronto to be exact. Her parents own a bake shop and the family lives above it. Making chocolate eclairs, folk dancing and attending two schools are part of the diversity in her life.

Before Screening the Film

1. What is old? When is something old? How old is old? Does new necessarily mean better? Explain.
2. There is no single way that all families operate. Holidays that we observe, customs that we practice are sometimes special for a country, tied to religion or necessitated by environment. How would you describe your family: do you observe holidays or customs that are different from those of your friends?
3. What are your favorite festivals? What happens in them to make them special for you?

After Screening the Film

1. The film has taken you on a visit to a neighbourhood. How would you describe it to someone who hasn't seen the film? How might Veronica describe your neighbourhood? What makes your neighbourhood special? What makes Veronica's neighbourhood special?
2. Veronica's home is both a business and a meeting place. Where do people meet in your community? Where do you meet your friends?
3. Cities change rapidly. Veronica lives on an old but colourful street. She visits a new shopping centre called the Eaton Centre. Would you like to see more of these new centres? Why or why not?
4. Are you or any of your classmates involved in a family business? What kinds of jobs do you carry out which few people know about? Do you want to continue the work? Why or why not?
5. Like Veronica, many children in Canada attend after-hour classes. What kinds of classes do you attend? Did you want to take these classes? What do you do there? Should you be able to take these classes during your regular school day?

Related Activities

1. Cooking in large quantities is not something a lot of kids get to do. Is there something special that is made in your home for special occasions when lots of people are present? Collect recipes from as many different countries as you can and put them together into an "international" cook book.
2. For many of us, customs, dance and ritual no longer play an important part in our lives. Are there any games, toys, costumes, songs or dances that are unique to your culture? Teach your classmates some of these.
3. Choose a block in a busy area of your community. Make a map of this area showing which buildings are for business and which are for families. Try to find out when these buildings were constructed. Do you know when your house was constructed?

Bibliography

Stein, Sarah, *The Kids Kitchen Takeover*, Workman.
Cleaver, Elizabeth, *The Miraculous Hind*, Holt Rinehart.
Fowke, Edith, *Sally Go Round the Sun*, McClelland Stewart.
Fowke, Edith, *Sally Go Round the Moon*, McClelland Stewart.
Chase, Richard, *Singing Games and Play Party Games*, Dover.
Cresswell, Helen, *The Piemakers*, Faber.
Muller, Jorg, *The Changing Countryside*, Atheneum, N.Y.
Zander, Hans, *The Harmonica Man*, Scholastic Press.

Films

In Praise of Hands, National Film Board

Veronica is one of the films in the Children of Canada series.

This discussion guide was prepared by Bob Barton of Ontario Teacher Education College and David Booth, Faculty of Education, University of Toronto.

My Friends Call Me Tony

Produced by
the National Film Board of Canada

16mm Color
Screening Time: 12 minutes 7 seconds

Distributed by
the National Film Board of Canada



Antonio Rossi, whose friends call him Tony, likes to cook lunch for his friends. He plays hockey with a vehemence and sometimes goes camping. He likes to tobaggan, snowshoe and hunt stars. Or swing on monkey bars with Johnny, his best friend.

This seems ordinary enough for a ten-year old boy, but for Tony mobility is a special challenge. At age 3 he had an operation to remove a brain tumor. Since then he can only distinguish light from shadow.

But Tony carries on. In fact, he makes a better job of his life than many sighted people do. One child, after seeing the film, commented that "it's a terrible thing when you can't see the birds flying, and a dog running around the park", but Tony has found other things to fill his world. "He's just a regular kid like me", said another child.

My Friends Call Me Tony is a tribute to a warm, lively child.

This is one of a group of films about children in Canada.

Direction: Beverly Shaffer
Photography: Nesy Shapiro
Camera Assistant: Joan Hutton
Picture Editing: Ginny Stikeman
Sound Recording:
Aerlyn Weissman, Ingrid N. Cusiel
Sound Editing: Jacqueline Newell
Music: Eldon Rathburn
Re-recording:
Jean-Pierre Joutel, Richard Besse
Production Co-ordinator:
Margaret Pettigrew
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Executive Producer: Kathleen Shannon

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Children of Canada Series

My Friends Call Me Tony

Tony is a cheerful outgoing youngster who shares with the viewer his thoughts and feelings about being a student at the Montreal Institute for the Blind. We see Tony in the school setting and away from it, displaying the same kind of curiosity and interest in things as most children do.

Before Screening the Film

Some of these questions could be discussed in a general way:

1. Can you think of a time when more was expected of you than you thought you could be, when you were expected to do more than you were certain you could do? What happened?
2. What makes a person curious? How do you expect a curious person to act? Have you ever been bursting with curiosity? What did you do about it? Is being curious the same as being nosy?
3. First impressions of someone don't always hold true as we get to know that person. What kind of impression do you make on people the first time you meet them? Why?

After Screening the Film

Some of these questions could be raised to encourage a discussion:

1. If Tony sat next to you in class, what problems would he have to solve? How would his school day differ from yours? How would it be the same? How would the teacher's teaching be different? Do you think the physical set-up of the classroom would have to be different?
2. If you were without sight, what do you think you would not be able to do for yourself? How much help do you think you would want to accept as a blind student?
3. Who do you depend on? In what ways?
4. In Tony's Cub Scout troop there are blind and sighted boys. Think of the groups to which you belong. Could they include blind people?

Related Activities

1. This is one common exercise involving trust. The students work in pairs, one is blindfolded and the other assists his partner in finding his way around without sight. Then the two change places. Afterwards, they discuss what they have learned about their senses, about orientation and about trust. Caution must be observed here because while your partner is blindfolded, you are the one responsible, but you cannot do everything for him or her. Tony's teacher provides a good example.

2. Another project may be to try the game which Tony plays in the film. Using a ball with a bell in it, the students can play floor hockey while blindfolded.

Selected Bibliography

Boston, Lucy, *The Chimneys of Green Know*, Faber.
Heide, Florence, P., *Sound of Sunshine, Sound of Rain*, Parents Magazine Press.
Raskin, Ellen, *Nothing Ever Happens on My Block*, Atheneum.

Related Films

Legault's Place,
Just One of the Boys

My Friends Call Me Tony is one of the films in the Children of Canada series.

This discussion guide was prepared by Bob Barton of Ontario Teacher Education College and David Booth, Faculty of Education, University of Toronto.

Kevin Alec

Produced by
the National Film Board of Canada
(Multicultural Programme)

16mm Color
Screening time: 16 minutes 28 seconds

Distributed by
the National Film Board of Canada



It's freewheeling and easy, a film that lilts along with Kevin Alec up front, and brother Gordie in tow. It moves with the spirit of a boy who likes what he is doing.

Kevin Alec has a grandmother who goes fishing, a grandfather who spins yarns, and an aunt who is teaching him to tan deer hide. Son of a former bronc rider, he loves to gallop down dirt roads, with fearless Gordie hanging on in back. Other times they just bike around. And sometimes Gordie suffers mishaps, like the time he went sailing into the barbed wire fence. "Did you cry?" "Sure, I did", answers Gordie, "It hurt."

Full of warm, humorous touches, the film stops awhile with Kevin's family, who live on the Fountain Reserve near Lillooet, B.C. A closeness binds the generations together, transcending age and activity.

This is one of a group of films about children in Canada.

Direction: Beverly Shaffer
Photography: Jan Marie Martell
Camera Assistant: George Nuttall
Picture Editing: Ginny Stikeman
Sound Recording: Lorna Rasmussen
Sound Editing: Jacqueline Newell
Re-recording: Michel Descombes
Unit Administrator: Jane Kenderes
Producer: Yuki Yoshida
Executive Producer: Kathleen Shannon

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Children of Canada Series

Kevin Alec

Kevin Alec lives with his grandparents on the Fountain Reserve near Lilloet, British Columbia. This is one of the driest, hottest places in Canada. In addition to school learning, Kevin is also mastering some of the traditional skills of his own people. There is still time, however, to be eleven years old and to play, explore and dream.

Before Screening the Film

Some of these questions could be discussed in a general way.

1. Sometimes, young people get along better with grandparents than their own parents. Why do you think this is so?
2. Do you know any stories that have been told in your family for a long time? (They might be about you as a child).

After Screening the Film

Some of these questions could be raised to encourage a discussion.

1. The word "close" is used to describe some families. What kinds of things would you expect to find in a family that is close? Does Kevin Alec live in a close family?
2. If you went to live with Kevin, what new things would you have to learn? How would this be reversed if Kevin Alec came to live with you?
3. (a) Kevin's grandfather mentions the Sasquatch. What do you know about the Sasquatch? Do you know about any other Canadian folk tales about monsters? Do some research into Canadian folk tales and find out what other monsters inhabit old stories (book source, e.g., Ogoopogo). If a science fiction movie were made about one of them, which monster do you think would be the most believable? Which would be the most dangerous?

(b) Would you hold your ground before the Sasquatch?
4. Kevin's father was a bronc rider in rodeos. What is a bronc rider? Kevin wants to ride just like his father. Do you want to follow in your parents' footsteps?
5. Kevin's grandfather makes nets by hand. Why doesn't he just buy them?

Related Activities

1. Interview an adult who knows about a particular skill that he/she knows but no longer needs to use.
2. The Native Peoples of Canada have their own sports and games. Find out about some of them and describe them to the class. (See NFB productions *Tuktu and the Indoor Games*, *Schefferville Fourth Arctic Winter Games*.)

Selected Bibliography

Blades, Ann, *A Boy of Tache*, Tundra Books.
Freeman, Bill, *Shantymen of Cache Lake*, James Lorimer.
Garner, Betty, *Canada's Monsters*, Potlatch Publications.
Harris, Christie, *Mouse Woman and the Vanished Princess*, McClelland and Stewart.

Related Films

People Might Laugh at Us
High Steel

Kevin Alec is one of the films in the Children of Canada series.

This discussion guide was prepared by Bob Barton of Ontario Teacher Education College and David Booth, Faculty of Education, University of Toronto.

I'll Find a Way

Produced by
the National Film Board of Canada
(Multicultural Program)

16mm Color
Screening time: 23 minutes 20 seconds

Distributed by
the National Film Board of Canada



It takes more than legs to keep Nadia down.

Born with spinabifida, a congenital condition that affects her legs, nine-year old Nadia walks with crutches and a brace, swims with her running-shoes on, and plays basketball from a wheelchair. Family and friends never feel sorry for her, and that's exactly how she likes it; but it hurts when other children stare at her. They make her feel different.

The film soars on Nadia's huge vitality and wit, her breezy quips about classmates, and her gutsy approach to life. Twice a week she works out with a physiotherapist, and right now she's learning how to use canes. "The hardest part is keeping your balance," she says, "because they wiggle all around."

Visiting can be somewhat of a problem. If Nadia had one wish, it would be for ramps. Nowadays, she says, there are too many stairs – and things – in "normal" buildings.

Crisp, sunny and moving, *I'll Find a Way* is about Nadia De Franco, a little girl from Toronto whose smile keeps her legs in brisk tow.

This is one of a group of films about children in Canada.

Direction: Beverly Shaffer
Photography: Hideaki Kobayashi
Camera Assistant: Joan Hutton
Sound Recording: Ingrid M. Cusiell
Editing: Ginny Stikeman
Original Music: Larry Crosley
Sound Editing: John Knight
Re-recording: Jean-Pierre Joutel
Administration: Jane Kenderes
Producer: Yuki Yoshida
Executive Producer: Kathleen Shannon

Special thanks to Sunny View Public School
Toronto, Ontario.

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Children of Canada Series

I'll Find a Way

Just growing up is enough for anyone. For some, it is complicated by special circumstances. Nine-year-old Nadia De Franco has to cope with spinabifida. How she gets on with her life has been sensitively documented in this film.

Before Screening the Film

1. Some people are very open about their feelings and some people find it hard to express them. Are you embarrassed or shy to talk about things that you're afraid of or things that hurt you?
2. What does the word normal mean to you? What is the dictionary definition? Are you normal? Is there any such thing as normal?
3. Have you ever been confronted with a problem for which there was no easy answer? Did you find a way? What happened?

After Screening the Film

1. Public buildings and streets are beginning to make provision for handicapped persons but there is much to do. What examples of such provision have you noticed in your community? What has yet to be done?
2. How would you alter your school to provide opportunities for handicapped children? Perhaps you could build a three dimensional model of your ideas.
3. In the beginning of the film, Beverly Shaffer, the director, tells Nadia to act natural. Is Nadia being herself in the film or do you think she's playing to the camera? When is she least herself? When is she most herself?
4. Not everything we have to learn comes easily. What have you ever had to master which came with difficulty? How did you overcome the problem?
5. Nadia says "My friends never feel sorry for me". What does she mean?
6. What kinds of things would you like to do for yourself now but can't (a) because you aren't able to (b) because you aren't allowed?
7. Should there be special schools for people who have specific problems?

Related Activities

1. Everybody has a time line. What would you put on yours? You'll be surprised how many things have happened to you. Try making a time line indicating one main event for each year of your life.
2. In 1976, Canada hosted the handicapped Olympics in Etobicoke, Ontario. Do some research to find out what kinds of events were held, what records achieved and what countries participated.

Bibliography

Mangurian, David, Lito, *The Shoeshine Boy*, Four Winds Press.
Waber, Bernard, *I Was All Thumbs*, Houghton Mifflin.
Takashima, *A Child in Prison Camp*, Tundra Books.
Kurelek, William *Lumberjack*, Tundra.
Greene, Roberta, *Two and Me Makes Three*, Coward,
McCann, Geoghegan.
Wolf, Bernard, *Don't Feel Sorry for Paul*, J. B. Lippincott.


I'll Find a Way is one of the films in the Children of Canada series.

This discussion guide was prepared by Bob Barton of Ontario Teacher Education College and David Booth, Faculty of Education, University of Toronto.

Gurdeep Singh Bains

Produced by
the National Film Board of Canada
(Multicultural Programme)

16mm Color
Screening time: 11 minutes 55 seconds

Distributed by
the National Film Board of Canada 

Born in Chilliwack, B.C., Gurdeep helps his father run their thirty-acre dairy farm. He mixes the exotic with the mundane: head wrapped in a deep blue turban, he sits atop the tractor and casually spreads the fertilizer. He uses a special approach with his cows. At milking time, he switches on the radio along with the milking machines, and entertains them with Country and Western music. "It helps them relax", he says.

On Sundays, his grandmother comes by and drives him and his brother Harbans to the Sikh temple. On the way, she instructs them in their native language and religion. Before her arrival, they sometimes indulge in a quick practice session in the family driveway. The sport is... hockey.

And yet they call him names.

The film *Gurdeep Sing Bains* touches upon a reality of Canadian society which is not always well understood. Diversity should not invite ridicule.

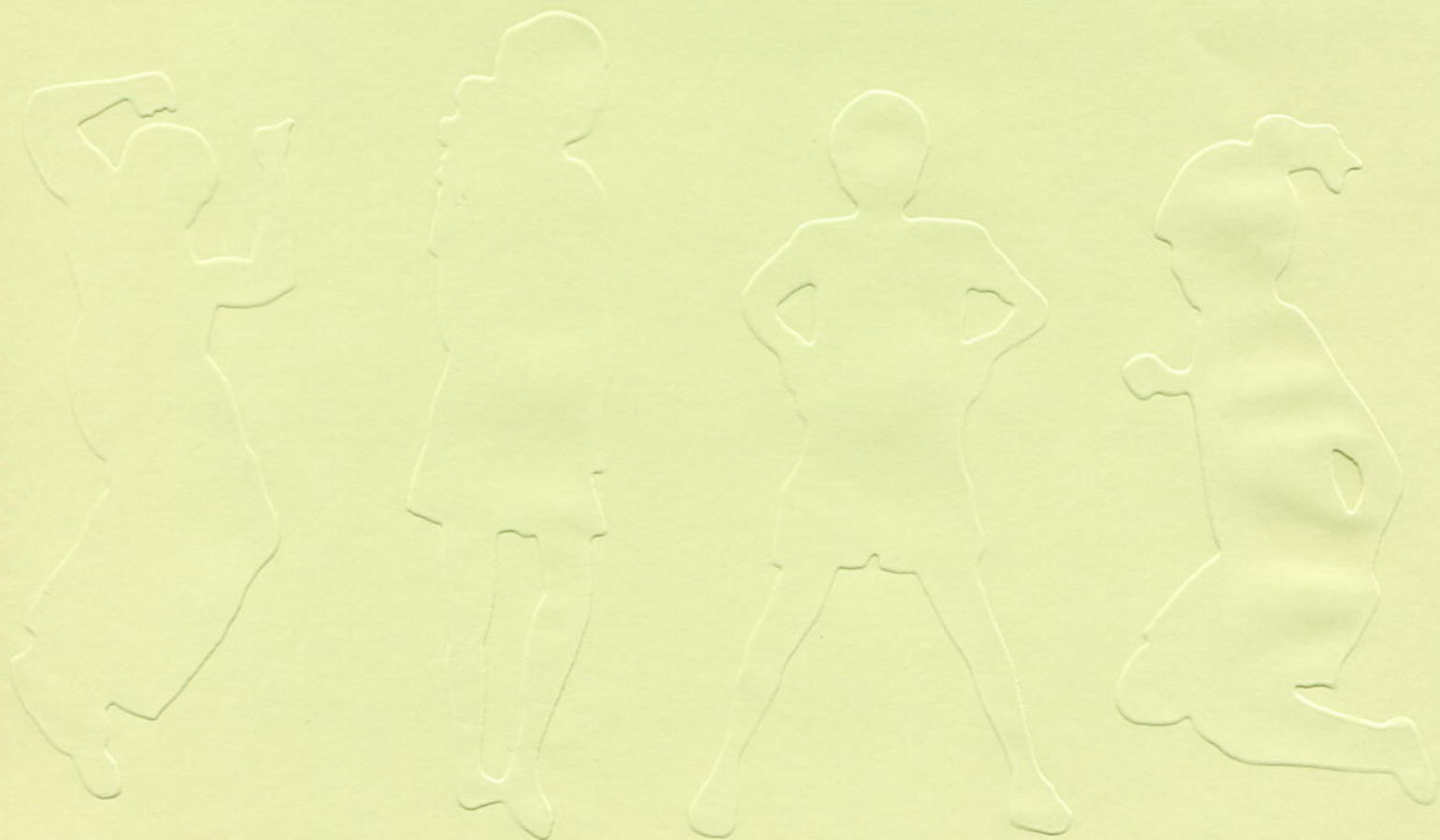
This is one of a group of films about children in Canada.



Directed by: Beverly Shaffer
Photography: Jack Long
Camera Assistant: Jan Marie Martell
Sound Recording: Lorna Rasmussen
Picture Editing: Ginny Stikeman
Original Music: Ben Low
Sound Editing: Jacqueline Newell
Re-recording: Michel Descombes
Unit Administrator: Jane Kenderes
Producer: Yuki Yoshida
Executive Producer: Kathleen Shannon

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Children of Canada Series

Gurdeep Singh Bains

Gurdeep lives in Chilliwack, British Columbia, on a small dairy farm at the base of a snow-covered mountain range. He is very involved in the farm and is capable of carrying out the same tasks as his father. Gurdeep's grandparents came to Canada about thirty-five years ago from India. The family embraces the Sikh religion and Gurdeep is being raised in the Sikh tradition.

Before Screening the Film

Some of these questions could be discussed in a general way.

1. Who decides what kind of religion a person accepts, follows, believes in?
2. What customs or traditions does your family practise which you think are quite different from other Canadian families? When you and your relatives get together, do you eat special foods or play special music? What customs did your parents follow that you do not?
3. Most kids like to help an adult work. Whom have you helped? What did you do? How did you feel about it? When do kids resent helping an adult work?

After Screening the Film

Some of these questions could be raised to encourage a discussion.

1. Many people seem to feel uncomfortable about being different. Gurdeep seems proud of it. Why do you think he feels this way?
2. What have you learned about the Sikh faith from the film? Do all Sikhs wear turbans? Would you like to wear one? (a) What customs and traditions do Sikhs practise which are similar to your beliefs? (b) What would you like to know about the Sikh religion? Try to answer as many of your own questions as possible. What are holy places? Why are they considered important? (c) Gurdeep's mother had an "arranged marriage". What does that mean? Do you know of anyone else who had an arranged marriage? Does this idea appeal to you? Do you think Gurdeep will have an arranged marriage?
3. Everyday is the same for Gurdeep; the cows must be milked. What happens if you don't milk the cows? How does dairy farming place special demands on the farmer's life?
4. Do you know what happens to milk from the time it leaves the cow until it arrives on your table? Draw a chart to explain your findings.
5. Gurdeep says in the film: "When the Government raises the price of milk, we go to the auction and buy a few more cows." Why? (Do the students understand the law of supply and demand?).

Related Activities

1. Explore your family history. How far back can you trace your roots? Where are your roots? Have you ever visited there? Why did your ancestors leave their homeland to settle in Canada?
2. Invite adults from many racial, ethnic or cultural backgrounds to visit your class. Ask them to discuss a couple of traditions of which they are proud. Ask them to discuss which traditions are most often misunderstood and why.
3. Visit a Sikh Temple, a dairy farm, or an auction.

Selected Bibliography

Courlander, Harold, *The Son of the Leopard*, N.Y.: Crown.
Fitzhugh, Louise, *Nobody's Family is Going to Change*, N.Y.: Farrar Strauss and Giroux.
Godden, Rumer, *The Diddakoi*, London: Macmillan.
Wallace, Ian, Wood, Angela, *The Sandwich*, Toronto: Kids Can Press.

Related Films

Juggernaut
Enemy Alien


Gurdeep Singh Bains is one of the films in the Children of Canada Series.

This discussion guide was prepared by Bob Barton of Ontario Teacher Education College and David Booth, Faculty of Education, University of Toronto.

Beautiful Lennard Island

Produced by
the National Film Board of Canada

16mm Color
Screening time: 23 minutes 45 seconds

Distributed by
the National Film Board of Canada 



Steven Thomas Holland is one of a population of four. Where he lives, there are no roads, there are no neighbors, but there is a ghost. And a trail called Sam, named after the dog that discovered it.

Steven Thomas Holland, "aged ten and one-twelfth", leads a very special life: a forest at his doorstep, a newspaper to publish, and a brother who wants to turn him into a cow. His father is officially in charge of the Lennard Island lighthouse station situated off Vancouver Island — with more than a little help from Steven. Aside from these serious pursuits, he plays on a cricket team of four, beachcombs with his brother and conducts questionable chemistry experiments in his mother's kitchen.

Perceptive and articulate, Steven introduces us to his "beautiful Lennard Island", as he calls it. "Living on an island is totally different from the way it's made out to be," says Steven. The film amply substantiates his claim.

This is one of a group of films about children in Canada.

*Direction: Beverly Shaffer
Photography: Jan Marie Martell
Camera Assistant: George Nuttall
Picture Editing: Eddie LeLorrain
Original Music: Ben Low
Sound Recording and Editing:
Lorna Rasmussen
Post Sync Effects: Ken Page, C.F.E.
Re-recording: Michel Descombes
Unit Administrator: Jane Kenderes
Producer: Yuki Yoshida
Executive Producer: Kathleen Shannon*

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Children of Canada Series

Beautiful Lennard Island

Stephen Thomas Holland lives with his mother, father and brother David, on the Lennard Island Lighthouse Station off Vancouver Island. Population: 4. Access to the island is by boat or helicopter. Although their lives are very much tied into lighthouse operations, fog horns and weather readings, there is a strong sense of community and time to pursue individual interests. Is it lonely? Let Stephen tell you.

Before Screening The Film

Some of these questions could be discussed in a general way.

1. (a) Have you ever had the experience of exploring a new place on your own? Perhaps it was a cellar, attic, coast or a woodlot. When did you find yourself in that situation? What did you do? What did you discover?
- (b) What's the best place to play that you have ever visited?
2. Is there a difference between being lonely and being alone?

After Screening The Film

Some of these questions could be raised to encourage a discussion.

1. Stephen lives in a world considerably different from most of us. What advantages does he have over you? What would you consider to be disadvantages? What other differences can you think of that were not apparent in the film?
2. Stephen has names for many things on the island. Do you and your friends have your own names for parts of your community? Stephen used the word "spindrif". What was he talking about? Are there other words he used which interested you?
3. Most kids like to collect things. What have you collected that is really unusual? What have you collected that involves an interesting story? What have you collected in or around water that excited you? What would you like to collect on Lennard Island?
4. Stephen's father is a lighthouse keeper. He works for the Canadian Coast Guard. What does he do?
5. Stephen describes the unloading of supplies as a "three-level" operation. Do you know what he means by that? What kind of machinery was involved? Are you ever called upon to participate in a "three or more level" operation?
6. Stephen's brother seems to have a different way of playing than Stephen. While Stephen roams around the forest and shore, his brother is busy building. What are his plans for the structure he is building?

Related Activities

1. What is your daily routine? At what time do you get up? Make a journal of everything you do during the day.
2. Make a classroom aquarium. Try to fill it with plants and other forms of life. Perhaps you can find odd bits from sea shells and rock collections.
3. Make a list of books that you think Stephen would enjoy reading. Be prepared to explain to your classmates why you chose these titles.

Selected Bibliography

Blades, Ann, *Mary of Mile 18*, Tundra, 1971.
Boston, Lucy, *The Sea-Egg*, Faber, 1967.
Cooper, Elizabeth K., *Science in Your Own Back Yard*, Harcourt Brace, Jovanovich, 1970.
Haig Brown, Roderick, *The Whale People*, Collins, 1962.
Holman, Felice, *Slake's Limbo*, Scribners.
O'Dell, Scott, *Island of the Blue Dolphins*, Houghton Mifflin, 1960.

Related Films

The Stowaway
Children of Fogo Island
Adventure in Newfoundland
The Family That Dwelt Apart

Beautiful Lennard Island is one of the films in the Children of Canada Series.

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