


# Goodbye Pork Pie



This New Zealand Film Study Guide was written by Cynthia Thomas, who has 20 years' teaching experience. It has been designed as a starting point for teachers who wish to put together a unit based on Goodbye Pork Pie.

There are currently five New Zealand Film Study Guides available - An Angel At My Table, Forgotten Silver, Goodbye Pork Pie, Ngati, Sleeping Dogs. More titles are planned for 2003.

To purchase a copy of these New Zealand movies, contact the distributor, Stage Door Video.  
 Ph 64 9 378 8336 Fax 64 9 360 0819 Email [stagedoor@extra.co.nz](mailto:stagedoor@extra.co.nz)  
For more information on this and other NZ titles log onto [WWW.NZFILM.CO.NZ](http://WWW.NZFILM.CO.NZ)

study guide two



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## NEW ZEALAND FILM STUDY GUIDE

The following are activities based on the achievement objectives presented in the Ministry of Education document, "English in the New Zealand Curriculum".

**NEW ZEALAND FILM**

**COMMISSION**

**TE TUMU WHAKAATA TAONGA**





WRITTEN LANGUAGE

**WRITING poetic**

As a class, brainstorm a list of words suggested by images in the film, or have each student contribute an adjective, noun, verb and adverb to a box. Pull the words out randomly and list on the board. Students use these words (or forms of them) in that order, to write a poem suggested by the film.

- > Write a letter to a friend about the (imaginary) experience you had while hitching a ride in the Mini for part of the journey.
- > Write a letter as either John (to his wife), or Gerry (to a friend, or his parents), explaining the motivation for their journey.
- > Write an alternative ending for the film.
- > Imitate the genre by writing part of the script (or storyboard) for a similar type of action/road film.
- > As a witness to some of the antics shown in the film, write a letter of complaint to your local police station or council.
- > Imagine that two of the characters from the film meet ten years later.
- > Write the conversation that might take place between them.
- > Write a chapter of the film twice, from two of the characters' points of view.

**WRITING expressive**

**RESPONSE**  
Write down your feelings in response to the following statements or questions. You may refer to both the film and your own experiences.

Goodbye Pork Pie is an amusing film.  
Explain what or who you think three main characters in the film might...  

- want for Christmas
- watch on television
- watch at the movies
- have in their dresser drawer
- idolise
- name as their favourite sport

 Explain why.

- > Does this film have a happy ending? Explain.
- > This film is both quick and funny, slow and dull. Discuss.
- > I can understand what the characters in this film were going through.
- > Is this film sexist?
- > It's important to have an aim in life – something that you're committed to.
- > Freedom has to be balanced with responsibilities.
- > John, Gerry and Shirl are criminals.
- > Why did the Blondinis have public support?
- > The main characters in this film are on both a physical and emotional journey.
- > Meeting Snout is a turning point in the film.

**WRITING transactional**

Write a review of the film for a magazine.  
Design a tourist brochure for either one of the places shown in the film, or for a tour of New Zealand highlighting places shown in the film. Research one of the following topics (all related to the film). Try using the KWL format.

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WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARNED

**TOPICS**

History of NZ film • Reviews of Goodbye Pork Pie  
Mini • 1970s • NZUF0s • The Wizard  
The Marx Brothers • Paranoia • H-Bomb • Marijuana

These texts may be useful  
Cairns, B. & Martin, H. Shadows on the Wall – A Study of Seven NZ Feature Films, Longman Paul, Auckland 1994.  
Horrocks, R. On Film II, Heinemann, Auckland 1980.  
Partridge, D. & Huges, P. Flicks – Studying Film as Text, OUP, Australia 1992.

- > Script parts of Goodbye Pork Pie as a documentary.
- > Script a TV news item based on an event/events in the film.
- > Write a letter to a newspaper Editor about boy racers.
- > Write a psychologist's report on one of the main characters.
- > In pairs or groups, make a list of slang used in the film. Write a Dictionary of Slang, following typical dictionary format, based on this list.
- > Imagine that this film was a book. Write the blurb for it.
- > Write the article for the headline that Gerry sees while in Christchurch – Police Searching For Mystery Car Thieves.

**PERSONAL reading**

Read and review a novel by a New Zealand author about journeys, for example John Mulgan's Man Alone, CK Stead's Sleeping Dogs, Maurice Shadbolt's Among the Cinders.

Close Reading - See Viewing tasks.

**SPEAKING / LISTENING interpersonal**

**CONTINUUM**  
As your teacher calls out the following statements, physically place yourself on a continuum, from strongly disagree, through neutral, to strongly agree. For each statement, pair up with someone who disagrees with your stand. Discuss your viewpoint with that person.

**STATEMENTS**

- I cannot relate to events shown in this film.
- This film is amusing.
- The bad outweighs the good in this film.
- This film has no messages for us.
- This film doesn't need so many sex and action scenes.
- This film is all action and no substance.
- The main characters aren't criminals because they have a conscience.
- Crimes against people are much more serious than those against property.

Brainstorm what makes this film especially 'New Zealand.'  
In groups, on a large sheet of paper draw around a group member to create an outline of a major character. Inside the body, brainstorm and write down all the words you can think of to describe his/her character/personality (eg for John – uninvolved, uncommitted, stubborn, funny etc). Inside and around the head area, brainstorm and write down all the words you can think of to describe his feelings (eg lonely, unsure etc). Outside the body, brainstorm and write down all the external influences on him (eg societal norms about work/relationships/behaviour; the appearance of Gerry; Snout's betrayal etc).  
Pin your sheet to the wall for others to read and comment on.

**Circle Talk:** Students form two circles with equal numbers. One stands inside the other, facing outward. The outer circle face the middle. Students talk to each other on various topics for a preset time, before one circle moves clockwise, so that all students experience a series of partners with whom to share their thoughts.

VISUAL LANGUAGE

**TOPICS might include**

- My favourite part of the film was ....
- My least favourite part of the film....
- I thought the character ..... was ...
- I thought ..... was the best actor because ....
- I thought ..... was a poor actor because ....
- The things I learned were .....

**SPEAKING / LISTENING using Text**

- > Read your alternative ending to the class.
- > In pairs, script an interview with a main character exploring their motivation, then present it.
- > Have each student write down five questions for main characters, allocate roles then hold a press conference.
- > Script and present a talk show episode with the characters from the film as guests.

**PRESENTING**

- > Design a poster advertising the film.
- > Design a wanted poster for one of the main characters in the film.
- > Design a collage representing one or more important ideas in the film.
- > Storyboard a promotional preview for Goodbye Pork Pie.
- > Draw an (annotated) map showing the journey and major events in the film.
- > Design a symbol for some of the main characters. Be prepared to explain them.
- > Design a board game based on the film.

**VIEWING (and Close Reading)**

- > Following teacher instructions, storyboard your favourite scene.
- > Before viewing the whole film, watch a sequence without sound. Script it.
- > Before viewing the whole film, listen to a sequence without watching it.
- > Storyboard what you think might be happening. After watching the sequence, discuss what sound adds to the sequence.

Become aware of editing – watch for cuts. Watch a sequence of the film and count 1-2-3-4-5 etc every time one shot ends and a new one begins, and count how many seconds each of those shots last.

Prediction – stop the film at various points and predict what might happen; stop the film just before the end and predict what might happen; stop the film soon after the start and predict the entire storyline.

**READING FILM**

- > View the opening sequences of the film (the first 12 minutes, until John gets into the Mini with Gerry.)
- > Brainstorm all the things you learn about the characters/setting/plot/ style of the film.
- > All the different shots you can remember from the sequence (or part of the sequence)Re-view the sequence, adding to and discussing the lists made.

**SEQUENCING ACTIVITY**

Write a plot summary of the sequence using a series of words in order as a basis eg Kaitaia, Employment, Service, Woman, Car, Wallet, driving licence, hire, Mini, Wife, taxi, Airport, Invercargill, Auckland, bus, ticket, seatbelt, together.

**READING FILM**

View two chase sequences.  
 > From the shot when the mini passes the traffic officer and his wife to the shot of the police car in the lake (approximately 2 minutes).  
 > From the shot of the mini stopping for the hatted policeman to the shot of the police car going over the bank (approximately 4 minutes).

Answer these questions.  
 > What is the tone or atmosphere of these sequences?  
 > How does music contribute to the feel of the sequences?  
 > How does the film maker use the following things to create an exciting/ humorous sequence?  
 • type of shot  
 • shot duration  
 • editing  
 • sound

Sequencing Plot : put plot items in order (or write your own series of incidents, which others then order) then place them in a flow diagram.



**IN GROUPS, COMPLETE THE FOLLOWING THREE LEVEL GUIDE:**

**Level 1: Reading On The Lines**  
Tick the statements which focus on what the film maker shows in this film. When you've made your decisions, discuss your reasons with your group.

- Gerry hires the mini using stolen money and ID.
- Gerry drives to Auckland.
- John's wife leaves him.
- John helps Gerry out with the traffic officer in Auckland.
- John and Gerry travel to Invercargill.

**Level 2: Reading Between The Lines**  
Tick statements which you think mean what the film maker meant in this film. Discuss your choices with your group and be prepared to justify them.

- Gerry is a thief.
- Gerry goes to Auckland for the excitement.
- John is not giving Sue what she needs to be fulfilled.
- John likes to help the underdog.
- There are similarities in the personalities of the two main characters.

**Level 3 : Reading Beyond The Lines**  
Tick the statements which you think the film maker would support. Be ready to give your reasons when you discuss your choices.

- Life is a journey.
- We all have issues to deal with during our journey.
- We should tighten up our driving laws.
- There has to be a balance in life between freedom and responsibility.
- Frustration can lead to people behaving in unusual ways.