

Bad Hair Day

Suggested Activities

Pre-viewing

Discussion questions

- Can you remember any stories or films about students being bullied at school?
- Have you ever been bullied? How did it make you feel? What were the reasons?
- Why do some students bully others?
- Was there a time you felt like an outsider and did you overcome this?

Vocabulary

- Show a still of Jane from the film. Label parts of her body including her bushy hair.
- Show other stills of Jane at school. Students guess what the film might be about.
- Discuss words that Jane might use to describe her feelings about her hair.

Main Viewing

Speaking

- While watching the film, pause it occasionally and ask simple questions in Indonesian. For example, the film can be paused at the beginning when Jane is sitting at the mirror. Questions can be “Jane benci apa?” or “Bagaimana rambut Jane?”. A moment later the film can be paused again when Jane is at the kitchen table with the questions; “Jane di mana?” or “Jane minum apa?”
- After watching the film, give students about 5 stills from the film to use as prompts to retell the story in Indonesian. To guide students on language use, the stills could be accompanied by captions. For example, a still of Jane at the start of the film can have the caption “Jane tidak suka rambutnya.” or “Rambut Jane panjang dan tebal”. This can also be done as a writing activity.

Reading

- Give students cut-outs of six pre-written Indonesian sentences that explain the story. Students put these sentences in the correct order. This can be done individually or as a group activity.

Grammar

- Select some phrases used in the film to explore in more detail. Phrases such as “namaku” and “impianku” can be used to show students how the pronoun “aku” can become a possessive and attach itself to the preceding noun that is “owned”. This idea

can be expanded by having students fill in gaps in a constructed text. For example, “Aku tinggal di Melbourne, rumah kecil.”

- A variety of verbs are used to describe managing one’s hair. Students can play guessing games by acting out verbs describing hair styling. Verbs to use include menyisir, memotong, menguncir, meluruskan, and merapikan.
- “Bohlam” and “si Semak” are two nicknames uttered. Although these ones are especially cruel, nicknames are often used affectionately, reflecting people’s obvious traits. Students can explore Indonesian nicknames (including use of “si”, a diminutive and “sang”, an honorific) and create a short list for other classmates to guess. For example, “si cerdas” or “si pintar” can be used for someone who is clever while “si nakal” can be used for someone who is naughty.
- Other terms of address like “mas”, “mbak”, “kak”, “dik”, and “bang”, and “bung” can be introduced to explore ways to refer to others in a familiar way.

Post Viewing

Writing

- Students complete a biodata form for Jane and Bohlam in Indonesian, using their imagination to add details that are not stated in the film. For example, they could provide information including age, hobbies, favourite food and siblings and parents’ names.
- Students complete a chart / list by choosing words that describes themselves. For example:

Rambut saya [pendek / panjang / lurus / keriting]

Saya pintar [berolahraga / belajar / berdansa / berbicara]

Teman-teman saya adalah[names or {Indonesian} nicknames of friends]

Hobi saya termasuk [berdansa, bermain olahraga, bergambar, etc]

- A class discussion after this task could focus on how students felt about saying what they are good at and how this related to the theme of self-esteem.

Roleplay

In small groups, students write and perform a short skit similar to Bad Hair Day. Ideally, this should be completed in Indonesian, however if too difficult, English can be used with key parts of the story in Indonesian. For example, a narrator can introduce each scene in Indonesian.

Discussion

- Why did Jane change her mind about her hair?
 - Do you think Jane and Bohlam become friends? Why/Why not?
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