Splish Splash (Cipak Cipuk)

Suggested Activities

Pre-viewing
Predicting
- View the film poster (page 1 of Cipak Cipuk Press Kit) and construct an "I see, I think, I wonder" chart in English or Indonesian depending on language level. For example: I see four people; I think the men in the background are baddies (because...); I wonder why the person in the front is wearing "lily pad" sandals.

- Use the information in "Real World Inspirations of Splish Splash" (page 9 of Cipak Cipuk Press Kit) to match the cultural group or location to the images below the text. Students could then do online image searches to check their accuracy.

Vocabulary building
- Label items on the film poster in Indonesian. For example: colours, body parts, clothing.
- Discuss onomatopoeia with reference to the Indonesian and English titles. Use a tub of water to try to make a sound like "cipak cipuk" and a sound like "splish splash" – are they different? Brainstorm other examples of onomatopoeia in English and Indonesian (for example: "meow" v. "meong").

Reading
- Students read the first page of the screenplay and discuss what they think will happen next.

Main Viewing
Personal response
- Watch the film uninterrupted then write or draw their impressions independently for a set time (one or two minutes is probably enough). Students share their impressions with a partner or in a small group, noticing similarities and differences without judgement.

Comprehension
- On second viewing, the teacher pauses the film at a certain point and asks a question in Indonesian about the still image before continuing for 30 seconds or so then pausing and asking another question. Students write or say their answers in Indonesian, either individually or in a team. Focus on familiar language and a restricted range of topics so you don't have to pause for long or repeat the question more than once. For example: "Ada berapa ikan?", "Ini lengan Timia, benar atau salah?", "Warna apa ini?"

Speaking
- Choose a segment of dialogue and give students the transcript to read while they watch (it can be helpful to slow the film speed for this). In pairs, the students then act out the scene, paying careful attention to pronunciation and intonation.

Language analysis
- For older/more advanced learners: watch the film, listening specifically for personal pronouns and names, and compare the Indonesian with the English subtitles (or refer to the transcript). Students then construct their own sentences modelled on the Indonesian. For example, at 04:50 "Timia yang tembak, yah!" could become "Sally yang tulis, yah!"

Post Viewing

Writing

- Students draw a scene from the film (or take a screenshot) and write a caption or label the image. Note: the screenshot option of this task can be used as a preliminary activity for the speaking and listening game described below.

Speaking and listening game

- You will need a timer and at least six printed screenshots from the film that can be distinguished from each other with language that the students know. For example: "Di gambar ini, Timia duduk di sampan.", "Di gambar ini, Timia dan Galeo berdiri di dermaga." You will also need to make palm cards showing a two by three grid with different point values in four grids, "Aduh!" in one and "Celaka!" in one (it also helps to have "atas" written above the grid and "bawah" written below. Make several cards, each with the grid contents arranged differently.
    - Two students sit opposite each other, both can see the screenshots arranged in a two by three grid and agree on which side is "atas" and which is "bawah".
    - One student holds the palm card; the other student mustn't see the card. The student with the card mustn't touch the screenshots or speak any English. The other student may only touch one card after the speaker says "Silakan".
    - The timer starts and the speaker describes a screenshot in Indonesian then says "Silakan". The other student points to a screenshot and the speaker records the point value. If the pointer points to an "Aduh!" or "Celaka!" card, the round is over, otherwise the speaker describes another screenshot, and they continue until time is up.
    - The team adds up their points and swap roles with the other student drawing a new palm card. To make this a competitive game, a second pair of students can play with a different palm card but the same time limit.

Research

- Students investigate cultural elements of the film that interest them and share their findings with their classmates.

Creative response

- Students design a house for an imaginary world or create characters for a video game or card game set in an imaginary world. More advanced learners could use the screenplay extract as a model to write their own screenplay.