

## Esther and Sai

**Film Synopsis:** Esther and Sai are strangers with a few things in common: they are new immigrant students, they are homesick, and they are hungry. When a racially charged interaction with a grocer goes awry, each find themselves back in their dorm with the only meal they could find: a box of macaroni and cheese.

**Link to Film:** [https://www.dropbox.com/scl/fi/bmkk9d9q2uituxa72toex/Esther-Sai\\_Resize.mp4?rlkey=yy67a1ukesdvtvcv3c9y9iamtv&dl=0](https://www.dropbox.com/scl/fi/bmkk9d9q2uituxa72toex/Esther-Sai_Resize.mp4?rlkey=yy67a1ukesdvtvcv3c9y9iamtv&dl=0)

**Age:** 13-18

## Paco

**Film Synopsis:** Paco is a Filipino immigrant living in Canada, trying to make ends meet so he can, make a better life for his family in Manila.

**Link to Film:** <https://www.dropbox.com/t/3MTuShoFRoKcmv4G>

**Age:**13-18



**ESTHER AND SAI/ PACO  
UNIT OUTLINE**

**Lesson 01**  
**Understanding Two Women's Immigration Story**  
Outcome: CR 8.4 Indicator: B  
While viewing the short film "Esther and Sai", students will complete a questionnaire regarding various techniques used to impact the viewer and enhance the story. Following, students will complete a Venn diagram comparing the experiences both the women faced during the duration of the short. Finally, a character profile will be completed.

**Lesson 02**  
**A Young Man's Immigration Story Portrayed in Film**  
Outcome: CR 8.4 Indicator: B  
The short film "Paco" will be used by students to fill in a character profile while viewing the short film, followed by a questionnaire regarding film techniques, to be completed after viewing. Following the completion of the questionnaire, the film will be viewed again, this time with students working on the activities while viewing, to understand themes, techniques, and character development more thoroughly.

**Lesson 03**  
**Comparing the films: How did each filmmaker portray the experiences of immigrants?**  
Outcome: CR 8.4 Indicator: C  
This lesson will focus on the use of techniques to portray the story of each character within the two films. Students will complete a written assessment based on a prompt regarding film techniques and character development.

**Remember to always preview the film, prior to screening!**



## **Lesson Plan: Esther& Sai and Paco**

**Grade:** 8-12

**Subject:** English

### **Topic:**

Immigrant Stories portrayed in Canadian Film

### **Themes:**

Film techniques, character stories and analysis

### **Curricular Connections:**

CR 8.4 View critically and demonstrate comprehension of a variety of visual and multimedia texts including videos, television broadcasts, informational presentations, dramatic presentations, websites, and news programs to locate and interpret key messages and details, to develop conclusions, opinions, and understanding, and to evaluate the effectiveness of the text.

### **Materials Needed:**

- Esther and Sai Film
- Paco Film
- Journal Pencil
- Activities provided

### **Essential Questions:**

How did film techniques further portray themes of the films?

How were various characters portrayed?

### **Structure:**

- Students will view each film and complete the activities.
- Each film may be viewed twice, however, for the formative assessment for “Paco”, the film must be viewed twice.

### **Activity:**

Venn Diagram

Film Technique Worksheet

Written Assignment

Character Assessment

**Instructions:** After viewing the short film, fill in the Venn Diagram with similarities between the two women and their differences.



Name:

# Character Analysis

Name of character:

Character Appearance:

What are the character's traits ?

What is the character's problem? Did they change over time?

Character Analysis Paragraph:

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## **Esther and Sai: Technique Questionnaire**

1. Why would the director begin the film on a close shot of Sai and Esther?
2. What impact did the zoom in on Esthers face following the grocer walk off have on the viewer?
3. What tone did the grocery store opening scene set for the rest of the film?
4. Why would a clip of Sais family be important to show?
5. Why would each the filmmaker have each woman be portrayed in a similar style scene? What theme are they trying to get across?
6. Why would the filmmaker have the “custodian” door label blurred when Sai and the man approach the door?
7. During the film, there was soft music playing, with sad undertones. Why would the scene where the two women sit next to each other in the lecture hall be the first to have upbeat music?
8. How did we see the women’s demeanor change after meeting each other? Why was it important for us to see their struggle more than their uplifting end?

## **Paco: Film Questionnaire**

1. Why would the first dialogue we here be about Paco's financial issues with the university?
2. During Paco's conversation with his wife, the camera zoomed in on the other janitor. Why?
3. Why would solemn music begin to play after the conversation with Pacos's wife?
4. There are no vibrant colors in the film. How does this use of imagery emphasis the themes of the film?
5. How do you think the financial stress is affecting Paco's life? What are some examples of his financial stress?
6. In the bar scene, the only dialogue in English is "Family First". Why? How did this- family first- present itself in Pacos' life?
7. Why did the audio become isolated while the camera zoomed in on Pacos' face? What does this scene say about Paco's immigrant journey?
8. The other janitors told a similar story to Paco's. What does this imply about Pacos's future?
9. The film ended with Paco "losing connection" with his wife and crying, followed by a clip of him cleaning and a voicemail from his wife playing, in which she sounded cold. Does this imply Pacos's future will be like the other janitors?

### Assessment:

**Instructions:** Write a one-page analysis of either Esther, Sai, or Pacos' character development throughout the film. Take into consideration these questions: How did they change physically throughout the film? Did we see personality changes? How did the character react to important events (the grocer's racism or the expensive bar tab)?

Taking these answers into consideration, continue the story. How did your character end up? Were they successful in their ventures? Did they come to enjoy living in Canada? Be creative.

### Yorkton Film Festival Film Lessons

(All information is required)

Email this form to Taynika at [coordinator@yorktonfilm.com](mailto:coordinator@yorktonfilm.com)

Name	
School	
Email Address	
Mailing Address	
Lesson Used	
Number of Viewers	
Comments	



Developed by Amarah Goulden, YFF

