

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack: **Nawi: Dear Future Me**

Fourth Level | Created by Sonia MacEwan

Discovery Film Festival: Sun 25 October – Sun 2 November 2025

DCA
Dundee Contemporary Arts

DUNDEE
ONE CITY, MANY DISCOVERIES

CREATIVE LAND SCOT
ALBA | CHRUTHACHAIL

dca.org.uk/discovery-film-festival

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With support from the DCA Cinema and Learning teams



Introduction

Discovery Learning Resources give you exciting classroom activities to enhance Curriculum for Excellence delivery.

They are created by classroom teachers and education professionals.

Each resource aims to:

- support and extend working with film in the classroom
- help prepare teachers for a class visit to a Discovery Film Festival film and to extend the impact of that visit for delivery of CfE
- develop confidence in Moving Image Education approaches and working with 21st Century Literacy/moving image texts

Each resource is free and available to download from:
www.dca.org.uk/discovery-film-festival-resources/

Nawi – Dear Future Me

Dirs: Toby Schmutzler, Kevin Schmutzler, Apuu Mourine, Valentine Chelluget

Kenya 2024 / 1h43m

English and Swahili with English subtitles



Nawi

Synopsis:

Based on a story by Kenyan YouTuber Milcah Cherotich, *Nawi* portrays the life of a determined girl growing up in rural Kenya.

Nawi's aspirations of attending high school are shattered when she learns that her father plans to marry her off to a stranger. Despite her family's financial desperation for the bride price and conviction to tribal traditions, Nawi refuses to succumb to this arranged child marriage and escapes on her wedding night.

Pursued by her own family, she embarks on a journey towards Nairobi, clinging to her dream of a promising future. But her sense of responsibility tugs her back when news arrives that her newly born sister will have to take Nawi's place in the impending marriage. Nawi returns home to confront her family and husband, an idea in mind to rewrite the fate of countless child brides.

Advisory note:

This film deals with many challenging areas which viewers may find distressful and upsetting. It explores ancient tribal traditions, including boys being accepted as men and the illegal marriage of young children to grown men. Although it does not contain explicit scenes, there are many things heavily suggested, and it is clear what has happened, including forcing boys to kill animals to become men; abuse of children including strict punishments of beating and not allowing them to eat; selling pre-teenage children to be married to grown men; inducing labour to obtain a baby to sell; the expectations of sex within the forced marriage with resulting rape of a child and the death of children from the proceeding pregnancies due to the strain on their under-developed bodies.

Teachers should consider how they will address these issues before and after viewing the film to prepare and support young audiences. Activities are included to explore tribal traditions, the geographical area, how the effects of climate change are encouraging forced marriages despite being illegal and the rights of the child.

Teacher's notes:

Age and stage recommendations, including CfE objectives:

Age Recommendation: 13+

Stage Recommendation: upper 3rd level/4th level

The following CfE Experiences and Outcomes are covered in this pack:

Health & Wellbeing: **HWB 3-01a/4-01a, HWB 3-03a/4-03a, HWB 3-09a/4-09a**

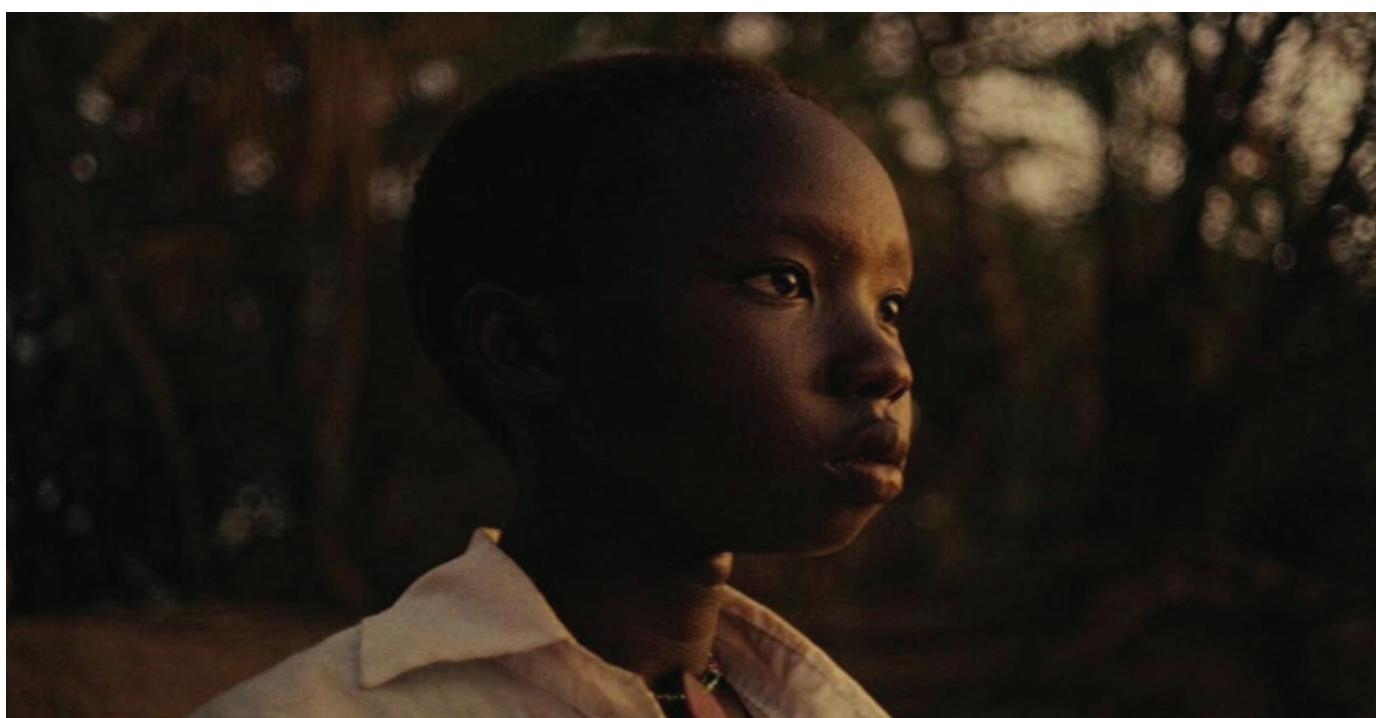
Social Studies: **SOC 3-08a, SOC 3-16a/4-16a, SOC 3-17a/4-17a, SOC 3-19b, SOC 4-12a**

Teacher quote:

When we bring film into the classroom, we don't just teach – we ignite empathy, spark curiosity, and open windows into lives beyond our own. It's a powerful lens for exploring tough truths with compassion and sparking dialogue that lingers far beyond the credits. Film helps to break down the language barrier that many pupils face these days, impacting on their ability to enjoy and fully engage with written text.

Nawi is a very powerful, thought-provoking example, that allows pupils an insight into the lives of those their age, and the challenges they face. Although many may find the film emotionally challenging, the activities I have created have been designed to prepare and allow discussion and exploration afterwards.

I hope you and your pupils enjoy Nawi's story and the learning opportunities it presents.





Before watching the film:

Activity 1: **Geographical & Cultural Context (Social Studies)**

Before viewing the film, pupils should research the area of Kenya where the film is set and the cultures and beliefs of the Turkana tribal groups. In this task, they will explore the geographical areas of Kenya, Turkana County and Nairobi, comparing this to where they live.

Pupils should complete the tasks in the worksheet in **Appendix 1**

Activity 2: **Turkana People (Social Studies)**

Before viewing the film, pupils should research the area of Kenya where the film is set and the cultures and beliefs of the Turkana tribal groups. In this task, they will explore the people who live in Turkana County.

Pupils should form groups of no more than 4. They should choose a number between 1–5.

Tell pupils they will become experts in an area of the Turkana tribal groups. They will find out about their area and share this with the class. They can do this anyway they choose, e.g. a PowerPoint, poster, fact sheet etc.

Allocate each group an area to research:

1. Traditions
2. Food
3. Housing
4. Livestock
5. Clothing

Give pupils time to research their area.

Allow 5–10 mins for them to then meet with other groups who had the same research area to compare their findings. They can add to what they have at this point.

Allow 10–15 mins for groups to feedback. This can either be to the whole class, all groups with the same area presenting together to the whole class or get groups to present to each other.

Activity 3: **Trailer Discussion (Health and Wellbeing, Social Subjects)**

Before viewing the film, watch the trailer at: <https://www.nawi.film/>

Discuss the following with pupils:

1. What are your first thoughts after watching the trailer?
2. What do you think the film Nawi is about?
3. What clues did you get from the trailer?
4. How did the trailer make you feel?
5. Why do you think it made you feel that way?
6. How does the trailer use imagery, music, and narration to evoke emotion and curiosity?
7. Nawi is a 12-year-old girl who has just finished primary education. What do you think life might be like for Nawi, compared to your life?
8. Why do you think it is important to listen to people from different backgrounds & cultures?





Activity 4: **Dear Future Me (Health and Wellbeing)**

Throughout the film, Nawi's desire to be free of her cultural way of life is expressed through her diary entries 'Dear future me...' which give the audience an understanding of her dream of completing her education and following a career path. Of having a future, not just for her but for all the other girls living just like her. She wants to make a difference, to explore the world outside her community and to be heard.

1. Using the stills in **Appendix 2**, explain how Nawi is feeling in each scene and how this affects her thoughts/ambitions.
 - a. At the beginning when she is in school sitting her exams.
 - b. When she receives her exam results.
 - c. When she overhears her father talking about selling her.
 - d. Meeting the fishermen and teaching them in the classroom.
 - e. Finding out about her mother's grieving and her father's plans to substitute her baby sister as a replacement wife for Nawi.
 - f. Making a deal with her father to return to her husband if her sister is protected and never sold.
2. To what extent do you think her dream came true?
 - a. How do we know this from the final scenes? Use the stills in **Appendix 3** to help you.
 - b. Why do you think the shot of the house being burnt is significant?
3. Why do you think the filmmakers chose to end the film with the quotes shown and what effect did the white writing on the black background have?
4. How did the environment Hope was living in at the end of the film compare to Nawi's environment at the beginning? To what extent do you think this was influenced by Nawi? Use the stills to help you.
5. How did the ending make you feel? Did it make you feel any different towards the Turkana girls compared to how you felt before watching the film?
6. Now write your own 'Dear future me...' to yourself with your hopes and dreams for your future.
7. Nawi had no support from agencies or government that she could turn to. She had no guidance teachers at school. Investigate local support that is available to you to help your mental and emotional wellbeing.



Activity 5: **Human Rights (Health and Wellbeing, Social Studies)**

Discuss with pupils the UN Sustainable Development Goals and the Rights of the Child.

Sustainable Development Goal 4 aims to ensure all children have access to good quality education.

Using the BBC link below, watch the video clip and discuss some of the barriers that prevent every child in the world from accessing an education:

<https://www.bbc.co.uk/bitesize/guides/zmwvydm/revision/1>

What were the reasons why Nawi and girls like her could not have a proper education?

Sustainable Development Goal 5 aims achieve gender equality and empower all women and girls.

Using the BBC link below, watch the video clip and discuss gender equality:

<https://www.bbc.co.uk/bitesize/guides/z78yf82/revision/1>

Pupils could also look at whether or not they think education could be used to resolve some of the inequality issues using the video in the link below:

<https://www.bbc.co.uk/bitesize/topics/zf94jxs/watch/z6vr87h>

UN Rights of the Child:

Get pupils into groups of no more than 4. Give them a copy of the UN Rights of the Child (link below) and ask them to identify which rights Nawi and Joel were refused. They should make 3 lists – 1 for Nawi, 1 for Joel and 1 for themselves to compare. Why do they think that the Police and Child Protection Officers failed to help them?

https://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf

Pupils can also look at the rights of the child in another area of Africa, Malawi at:

<https://www.bbc.co.uk/bitesize/guides/z63tqfr/revision/2>



Activity 6: **Climate Change (Social Studies)**

Forced marriage is illegal in Kenya, yet an estimated 1 in 4 girls in Turkana are forced into marriage as a child. One of the reasons for this, as was the case with Nawi, is a desperation for a way to survive following a reduction in farming due to climate change.

Pupils should investigate the effect of climate change on villages in Africa and what could be done to help them. In doing so, they should look at organisations and what they do to help those affected by climate change such as NGOs, NATO and UN. See websites section for some ideas. How effective do pupils think these organisations are? Is enough being done? What else could be done – could enough people together be powerful enough to change tradition? They could make links to historical events, democratic societies and how changes were made.

They could use the BBC links below to help them understand climate change and the impacts:

<https://www.bbc.co.uk/bitesize/guides/zwr6fg8/revision/1>

<https://www.bbc.co.uk/bitesize/guides/z432pv4/revision/1>

Activity 7: **Social Issue Investigation (Social Studies)**

Pupils should investigate the social issue of either gender inequality or forced marriage. They should prepare a report to cover the following areas:

- What the issue is and the extent of the problem.
- Main factors causing the issue.
- The impact of the issue on the lives and attitudes of those affected.
- What is being done and what could be done to help the issue.

Appendix 1: Activity 1 Geographical & Cultural Context

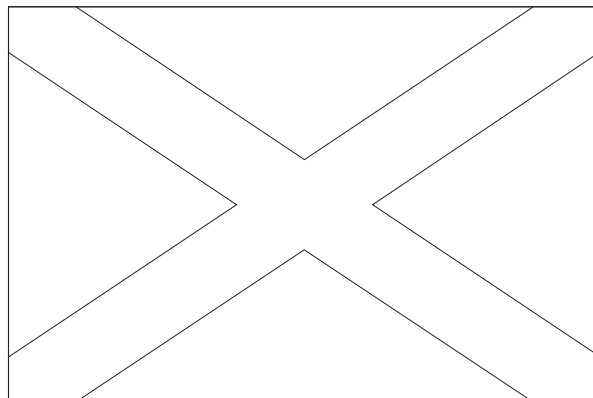
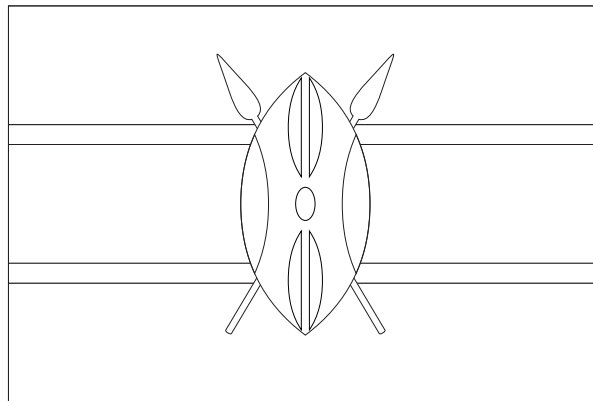
1. Kenya and Scotland: a comparison

	Kenya	Scotland
Location		
Capital City		
Area (km ²)		
Gross National Income (GNI)		
Population		
Language		
Religion		

Colour in the Kenyan & Scottish flags:

At the centre is a red shield with black half ovals on the right and left, half white oval at the top and bottom, a white oval in the centre and white spears crossed behind it.

- Black →
- White →
- Red →
- White →
- Green →

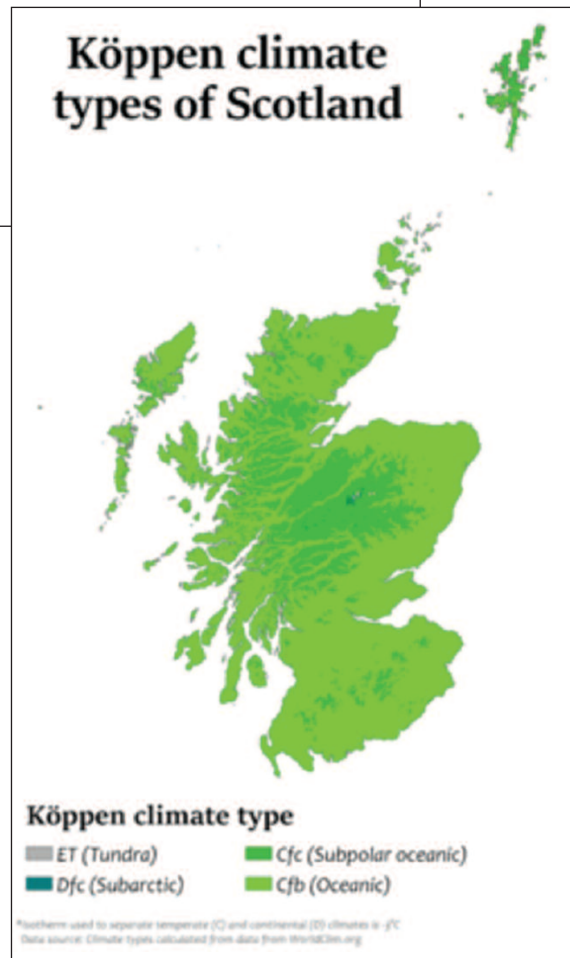
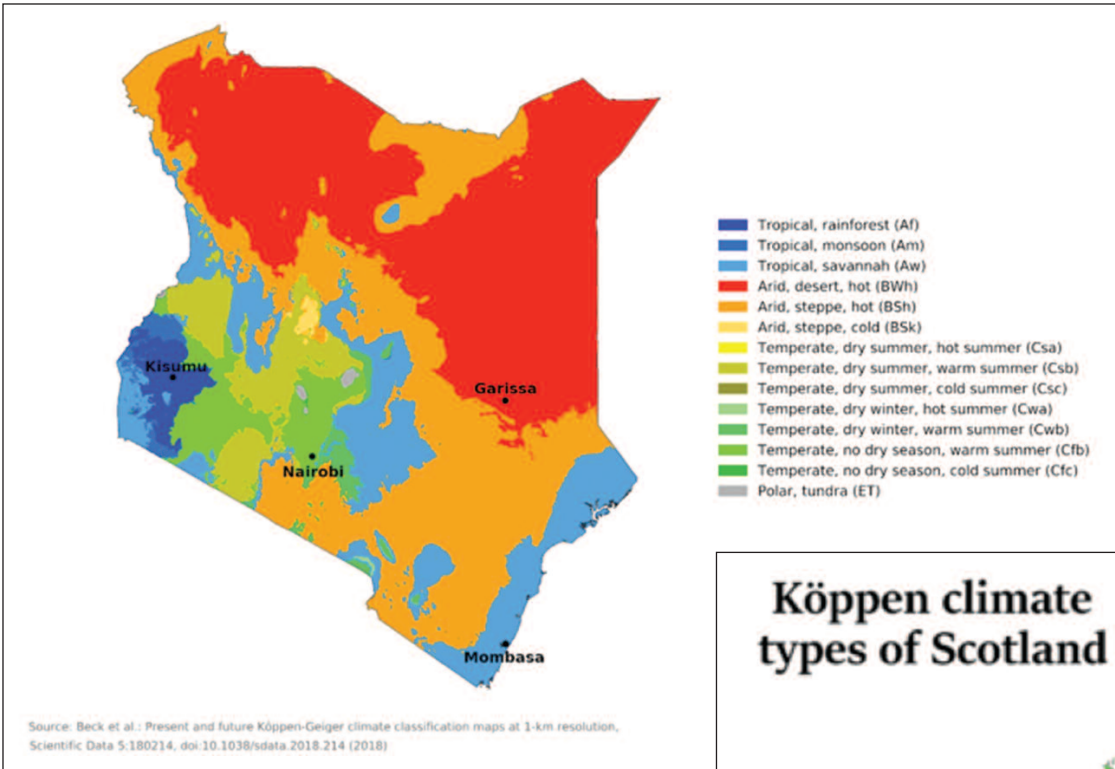


Appendix 1

2. Kenya and Scotland: climate comparison

Look at the climate maps of Kenya and Scotland below.

Answer the questions on the next page using information in the maps.





Appendix 1

How does the climate in Africa compare with the climate in Scotland?

What impact do you think this would have on the lives of people who live in the North of Africa?

3. Turkana County:

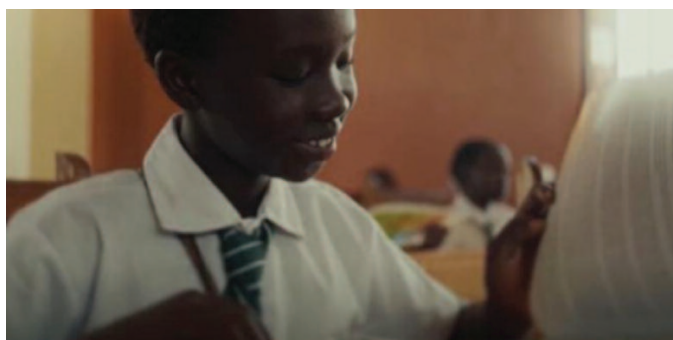
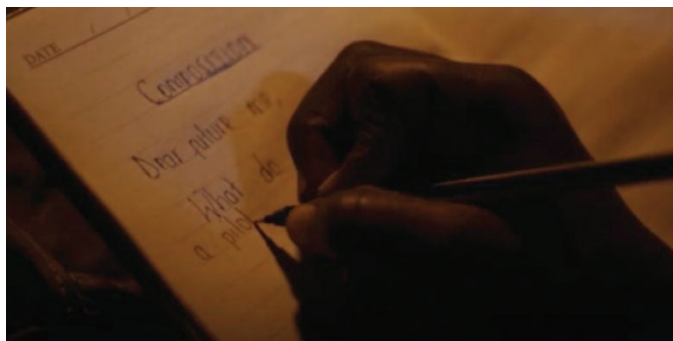
Using the table below, compare the County of Turkana to the city of Nairobi (where Nawi dreams of going to) and to your town or city where you live.

	Turkana County	Nairobi	My Town/City
Location			
Area (km ²)			
Population			
Schools			
Typical Jobs			

Appendix 1

4. A Day in the Life of Nawi:

Using the stills below and what you have learnt about Turkana and Kenya so far, imagine what Nawi's life might be like. What might be some of the issues she faces and what do you think her dreams might be?



Appendix 2: Activity 4 Question 1



Appendix 2



Appendix 2

E

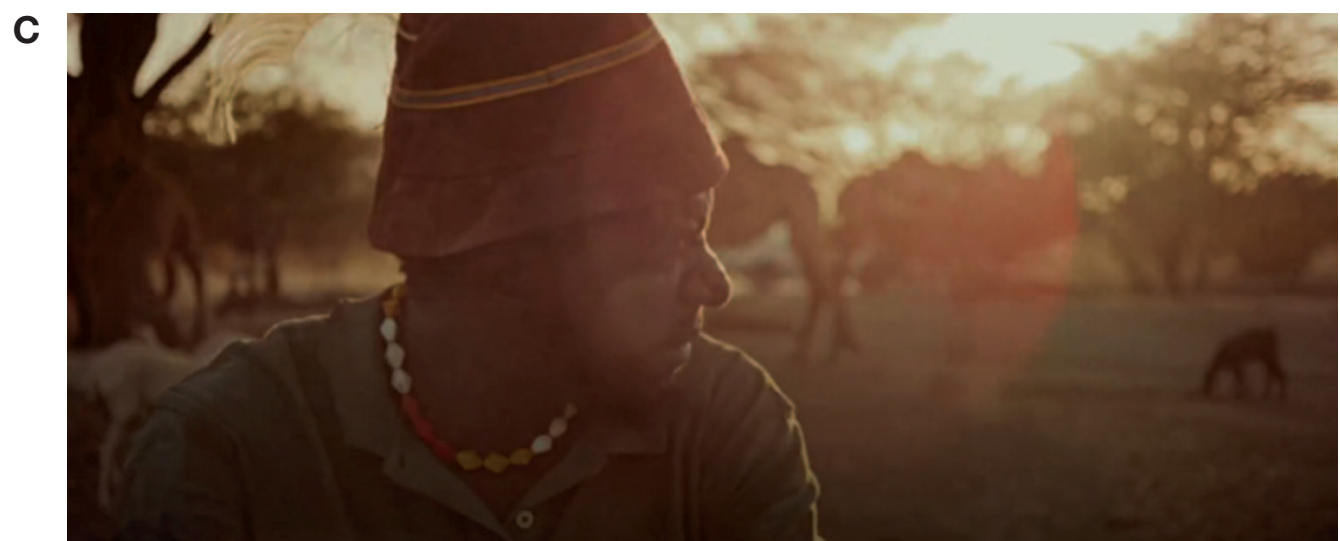
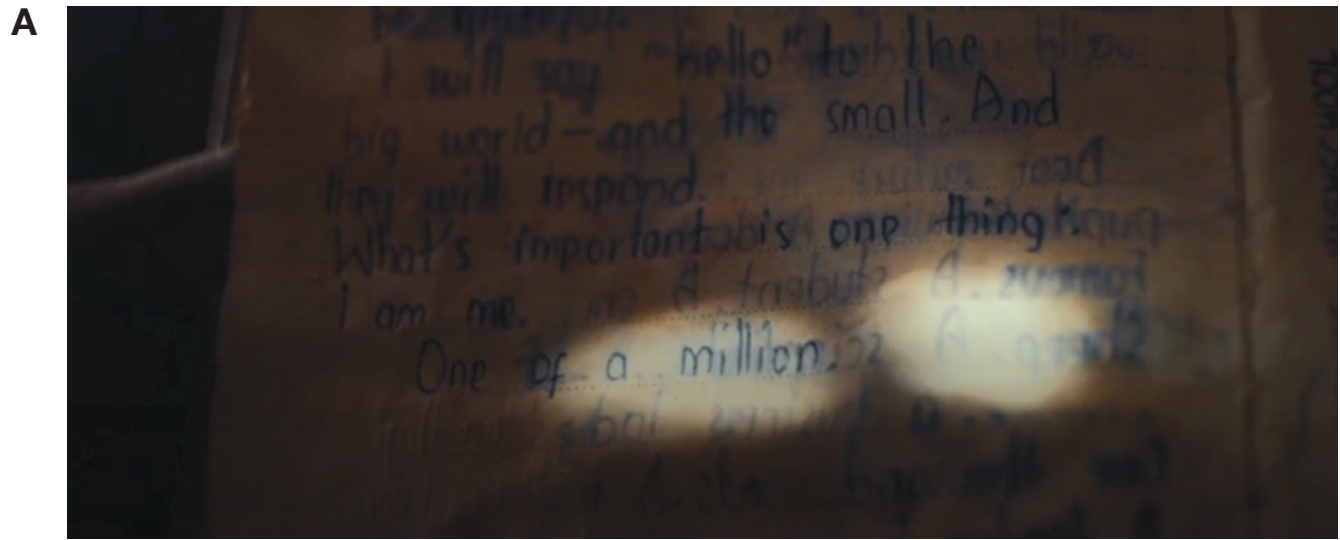


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Appendix 3 Activity 4 Questions 2 & 3



Appendix 3

D



E



F



Appendix 3: Activity 4



Appendix 3

J



K



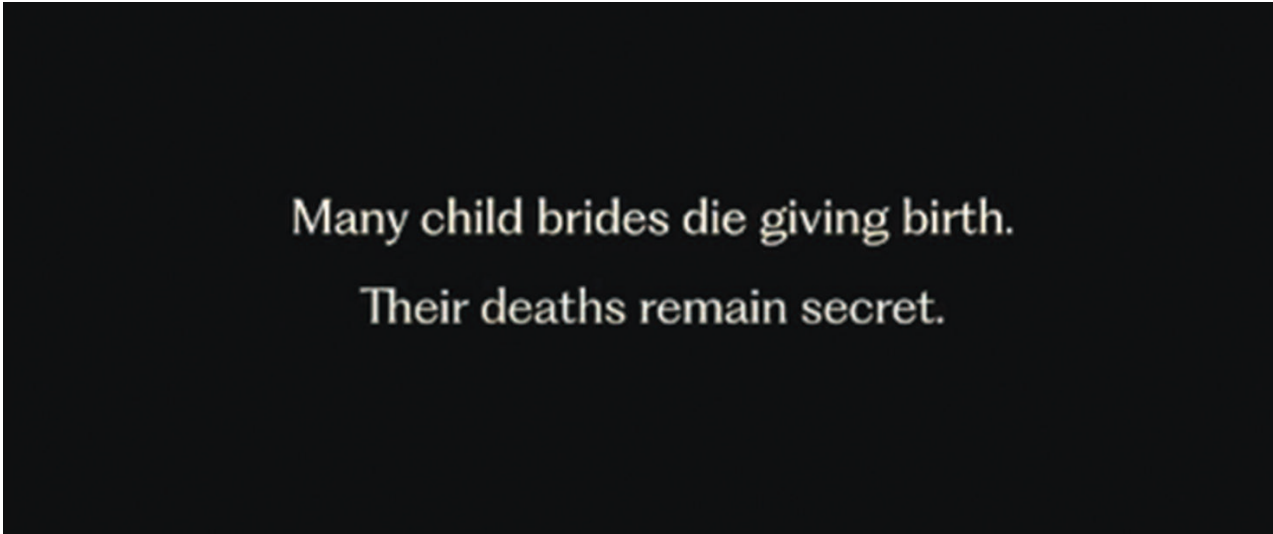
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In the Turkana region, one in four girls is married underage.
There are 640 million child brides worldwide. (UNICEF)



Appendix 3

M



Many child brides die giving birth.
Their deaths remain secret.

Useful websites/links:

EMAUA

<https://emaua.org/>

Justdiggitt

<https://justdiggitt.org/>

UNEP

<https://www.unep.org/regions/africa/regional-initiatives/responding-climate-change>



Evaluating this resource

We hope that you found this resource useful and appropriate.

Please do send us any film reviews, letters from your pupils, documentation of classwork and your feedback by e-mailing amaya.marco@dca.org.uk

Would you make a good Discovery Film Festival Case Study?

We are seeking a number of simple Case Studies in how teachers have used or are using Discovery films in the classroom across Curriculum for Excellence and across the Levels.

Any case studies that we develop would be intended for presentation on GLOW, the Creativity Portal and on Discovery Film Festival websites. We have a simple template to be completed and are keen to have classwork and documentation included.

If you would like to be a Discovery Case Study please e-mail amaya.marco@dca.org.uk