

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teacher's Resource: Antboy: Revenge of the Red Fury

Level 2

Created by James Miller

Discovery Film Festival: Sat 24 October – Sun 8 November 2015

[discoveryfilmfestival.org.uk](http://discoveryfilmfestival.org.uk)

# DCA

Dundee Contemporary Arts

  
**EUROPA CINEMAS**  
MEDIA-PROGRAMME OF THE EUROPEAN UNION

**DUNDEE**   
ONE CITY, MANY DISCOVERIES

   
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## 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.discoveryfilmfestival.org.uk/resources](http://www.discoveryfilmfestival.org.uk/resources) or via the Discovery Film Festival area on GLOW, which can be found within the Dundee 21st Century Literacy Group.

We do hope that you find this useful and enjoy your cinema experience with us,

**- Discovery Film Festival team**



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## Antboy: Revenge of the Red Fury

Dir. Ask Hasselbalch

Denmark 2014 / 1h 20min

### Synopsis

Being a hero isn't about being strong and beating up bad guys. It's about doing what's right. Even if it's tough.

And even if it hurts.

Danish child superhero Antboy returns to help save the civilians of Middellund. Ably supported by his friend and tech provider Wilhelm and obligatory love interest Ida, he faces the double threat of the boorish Terror Twins and the titular Red Fury. Along the way, Antboy must figure out what being a super hero truly means, whilst dealing with insecurities in his personal life caused by kale crisp-eating love rival Christian.

A sequel to last year's *Antboy*, this CFE second level film revisits themes such as loyalty and friendship whilst introducing new ones about self-confidence and tolerance. With knowing winks to the blockbuster super hero films we're all used to, *Antboy: Revenge of the Red Fury* is a fun romp of a comical comic book movie.

### Advisory Note

Super Villain language:

"What the hell are you doing?"

"The bastard bit me."

"Piss-ant."

They are baddies after all...





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## Before the film

Discuss the superheroes we already know of from comics, films and TV. e.g. What powers do they have? What villains do they fight? Are they loners, or do they belong to a team? What do all superhero movies have in common? Can anyone think of deeper themes from comic book movies- responsibility, teamwork etc.

## Activity

*Antboy: Revenge of the Red Fury* plays with certain tropes of the super hero movie, whilst adding some elements of its own. Children should split an A4 sheet of paper down the middle. On one half, write the title 'What I expected' on the other, 'What I didn't expect'. This should be used as a structure for note taking during watching of the trailer.

Watch the trailer <https://www.youtube.com/watch?v=Ygn0OuT5D2s> perhaps once without taking notes, then again whilst note-taking. Randomly select children to feed back. Keep these notes for future activities.

## Discussion Points

What *does* it mean to be a real hero? Can the children think of virtues and skills that a hero has? Why do we think it is hard to be normal old Pelle, but increasingly easy to be Antboy? Why are the secret identities of superheroes often so normal and uninteresting? What is the motivation behind the girl's (Maria) transformation into the Red Fury?

*As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.*

**LIT 2-05a**

*I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.*

**LIT 2-07a**



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## After the film

### Activity 1a - The Origins Game

As much as this is a sequel to Antboy and furthers his story and emotional journey, it is also a brilliant example of an origin story in the development of the Red Fury. Use the attached worksheet to play the **Origins Game**. Randomly select an origin starter and have groups/pairs/individuals create a tag line for a movie. Encourage the following structure to ensure a snappy tag-line:

After stealing her dad's invisibility cloak, Antboy super fan Maria becomes the Red Fury to get revenge on the guy who spurned her affections.

After being bitten by a radioactive ant, Pelle Norhmann becomes Antboy to save the civilians of Middellund from the evil Flea.

### Activity 1b - My Superhero: Origins

Over the next few lessons, children will build towards writing a superhero origin story. We will begin with the creation of our main character. On the board, brainstorm the following topics:

- Superhero name (not always something-man!)
- Secret identity (think alliteration- one big comic creator cites alliteration in secret identities as his way of remembering them amongst the hundreds of characters he created!)
- Hero origins- technological? Mythical? Alien? Mutant? Result of an accident?
- Types of powers- are they even powered at all or are they using technology like Red Fury did?
- Weaknesses (every hero needs one!)
- Villains (sometimes a reflection of the hero)
- Motivation for being a hero (what drives them to do good)
- Base of operations (real world e.g. Manhattan, or a fictitious city?)

Children will now complete **My Superhero: Origins** activity sheet for a hero of their own. They may use ideas from the class discussion, or ideas of their own. Randomly select examples for sharing with the class.

*I can: discuss structure, characterisation and/or setting; recognise the relevance of the writer's theme and how this relates to my own and others' experiences; discuss the writer's style and other features appropriate to genre. **ENG 2-19a***

*Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. **ENG 2-31a***

## Activity 2 - My Superhero: Supporting Cast

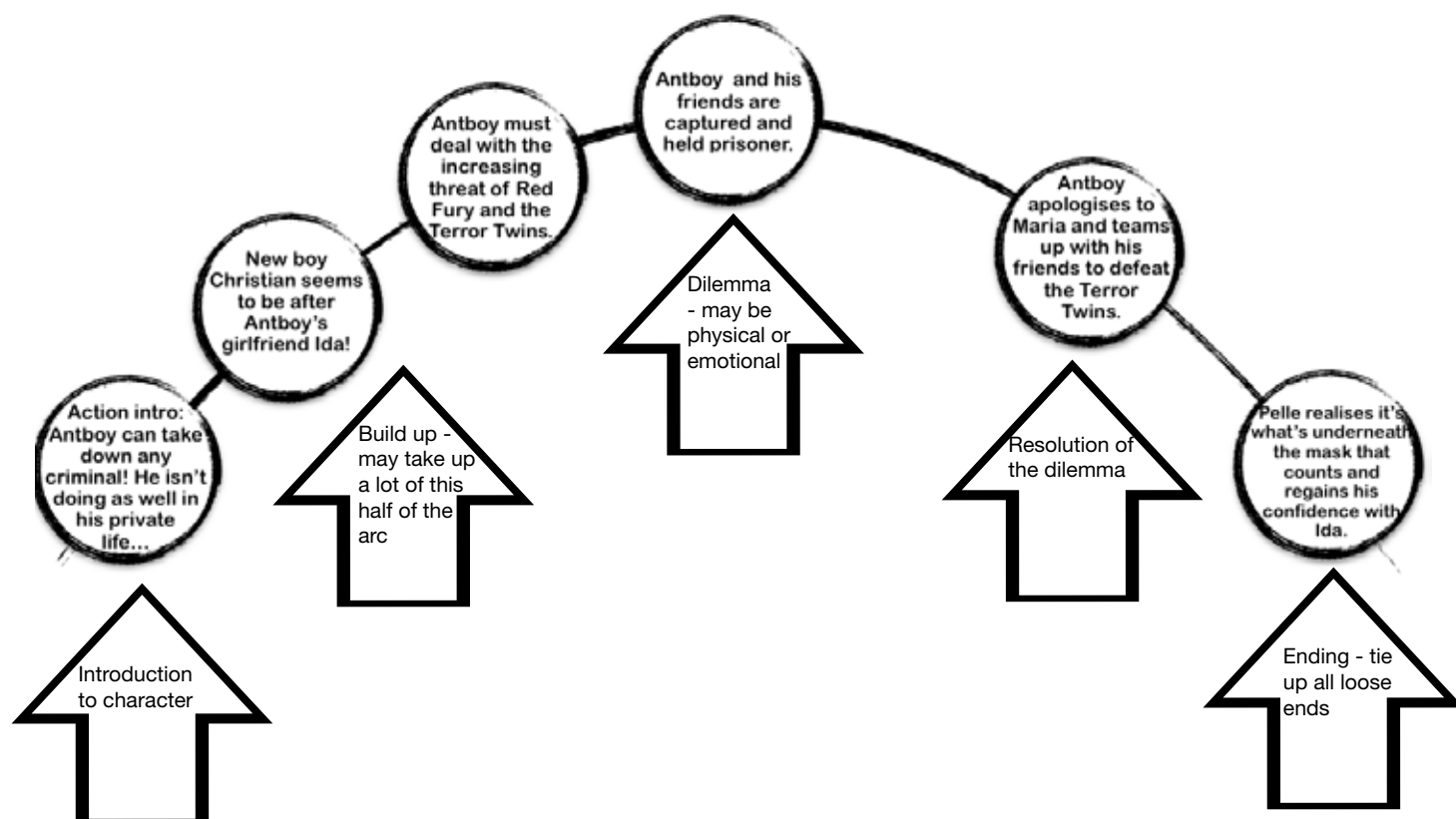
An archetype is a very typical example of a certain person or thing. Antboy: Revenge of the Red Fury plays brilliantly with the archetypes of the superhero comic-book movie. Can the children match the following archetype to the characters in the movie? Sometimes a character will take on more than one role!

- The hero (Antboy obviously!)
- The love interest (Ida)
- The confidante/best friend (Wilhelm)
- The advisor (also Wilhelm)
- The criminal mastermind (Maria/Red Fury)
- The criminal thugs (Terror Twins)
- The challenge to the hero's personal life (Christian)
- Innocent civilians hurt along the way (Maria's dad)

Brainstorm examples of these archetypes that children are already familiar with. Children will then use the Supporting Cast activity sheet to create additional characters for their story. They may, of course, wish to add additional character types to their cast.

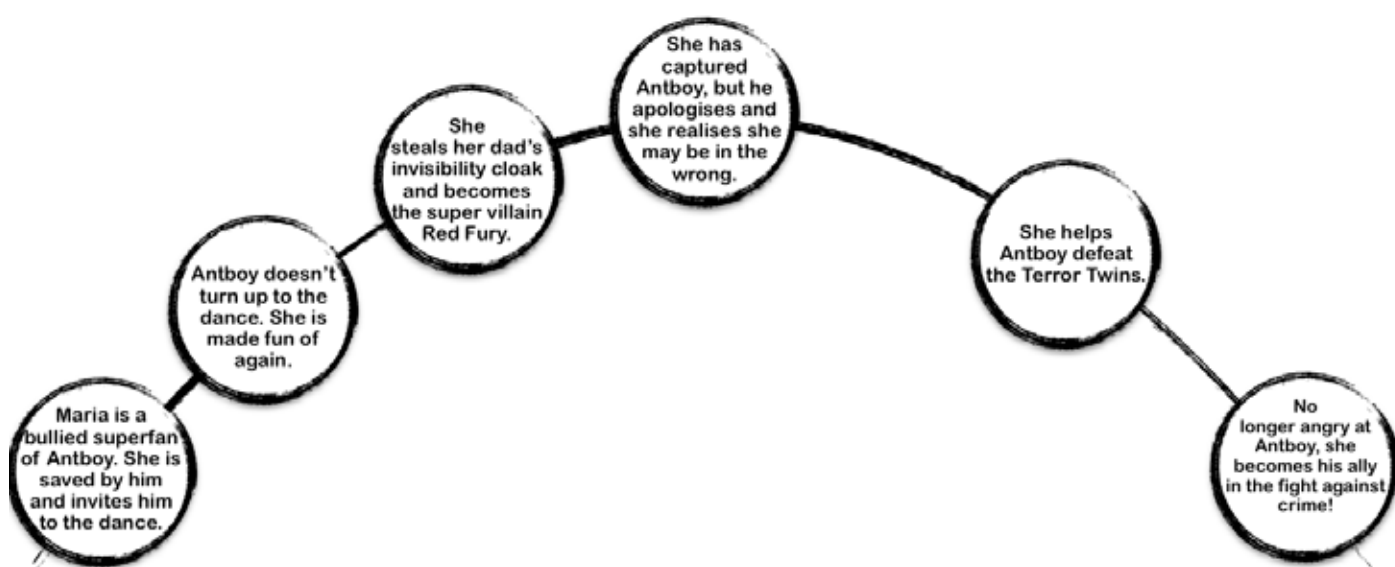
## Activity 3 - My Superhero: Story Arcs

In a movie or a book, characters always go on a story arc. These can be used to plan a story, or take place within a greater story. Let's look at a story arc for Pelle/Antboy in this movie.





On the board, create a story arc for Maria in the same way. It might look something like this.



Children should now create a story arc for their origin story, based on their character plans from activity 1b. Remember, the build up half of the character arc may be considerably longer than the resolution end to ensure good suspense and story pace.

*I can: discuss structure, characterisation and/or setting; recognise the relevance of the writer's theme and how this relates to my own and others' experiences; discuss the writer's style and other features appropriate to genre.* **ENG 2-19a**

*Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.*

**ENG 2-31a**

*By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.*

**LIT 2-26a**





#### Activity 4 - The Superhero Origin of [blank]

With the children, look back at the learning up until now. Together we have learned to:

- Take structured notes from a given text and predict storylines from a movie trailer.
- Create quick origin stories for our own characters.
- Plan a detailed character specific to genre.
- Create supporting characters, using archetypes specific to genre.
- Use a given format to plan an imaginative story.

It is time to apply these skills in our own writing. Using one of the story arcs from the previous activity, show how to expand a plan into a more fully written text. Each section on the plan could be looked on as a paragraph on its own, but even then, each bubble may need to be further expanded. Children will then write their own origin story for their super hero!

*I can: discuss structure, characterisation and/or setting; recognise the relevance of the writer's theme and how this relates to my own and others' experiences; discuss the writer's style and other features appropriate to genre. **ENG 2-19a***

*Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. **ENG 2-31a***

*By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-26a***





## Further Activities

- Use the trailer feature of iMovie on an iPad to create a trailer for your own superhero!
- Create a comic-book of your origin story - templates can be found online - or create it in Comic Life on the computer.
- Create a short drama piece about your origin story.
- Your hero has been invited to join a team of superheroes! Design them!
- Now you have watched the movie, analysed its content and created your own superhero origin, why not write a review of the film? There are many formats and planning ideas online.



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## Evaluating this resource

We hope that you found this resource useful and appropriate.  
Please do send us film reviews, letters from your pupils, documentation of classwork and your feedback by e-mailing [mike.tait@dca.org.uk](mailto:mike.tait@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 [sarah.derrick@dca.org.uk](mailto:sarah.derrick@dca.org.uk)



# ACTIVITY 1A- THE ORIGINS GAME

AFTER BEING BITTEN BY A GENETICALLY MODIFIED SNAKE...	AFTER BEING ROCKETED TO EARTH FROM A DYING PLANET...	AFTER LEAVING THE MYSTERIOUS ISLAND OF THE AMAZONS...	AFTER BEING STRUCK BY MYSTICAL LIGHTNING...
AFTER BEING ACCIDENTALLY TELEPORTED TO OUR DIMENSION...	AFTER BEING TRAPPED ON A DESERT ISLAND WITH NOTHING BUT THEIR WITS...	AFTER BEING BESTOWED MAGICAL GIFTS BY THE OLYMPIAN GODS...	AFTER AN EXPERIMENT IN PHYSICS WENT WRONG...
AFTER STUDYING FOR YEARS WITH THE MYSTICAL NINJAS OF SAPORO...	AFTER DISCOVERING THEIR GRAN WAS A WARTIME SUPERHERO...	AFTER FINDING A MYSTICAL SPELLBOOK IN THE ATTIC...	AFTER GAINING THE ABILITY TO TALK TO MACHINES...
AFTER BEING RAISED BY JAGUARS IN THE AMAZONIAN RAINFOREST...	AFTER CREATING A SET OF ARTIFICIAL WINGS POWERFUL ENOUGH TO FLY WITH...	AFTER A LIFESAVING OPERATION SPLICED THEIR DNA WITH THAT OF A BAT...	AFTER A TELEPORTING ACCIDENT INVOLVING THEMSELVES AND A FLY...
AFTER BEING BITTEN BY A RADIOACTIVE GERBIL...	AFTER DISCOVERING THEIR UNDERPANTS ONCE BELONGED TO A MYSTICAL GENIE...	AFTER GAINING THE ABILITY TO TALK TO MOLLUSCS...	AFTER BEING RAISED BY RED SQUIRRELS...



## ACTIVITY 1B- MY SUPERHERO: ORIGINS

My superhero

powers:

motivation

base of operations

villain

secret ID

SHH! weakness-

they got their power from

## ACTIVITY 2- SUPPORTING CAST

