

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: Antboy III

Levels 2 and 3

Created by Lindsey Law

Discovery Film Festival: Sat 22 October – Sun 6 November 2016

discoveryfilmfestival.org.uk

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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



Antboy III

Dir: Ask Hasselbalch
Denmark 2015 / 1h14m

Synopsis

As the title suggests, this is the third film of the trilogy. It is not necessary to have seen the previous two films as there are 'catch up' elements within the film. The film is in the form of blockbuster superhero genre with elements of comic book illustrations to carry the narrative along.

Pelle, aka Antboy, is growing up. He is enjoying the summer holidays with his girlfriend Ida before they both go off to boarding school. Crime in Middelund has dropped considerably in the three years since Antboy appeared. Pelle feels that perhaps he is no longer needed.

The apparent calm is shattered. A new superhero appears and completely humiliates Antboy. A former foe The Flea, known as Albert Gaemelkra, has been released from Dragensborg Hospital and goes to work for ExoFarm, his previous employers.

Wilhelm, his friend and supporter seems to be moving away from his friendship with Pelle. All this fills Pelle with concern. He has to find out who the new superhero is and he has to find out what Gaemelkra is doing in Exofarm's labs. Events take a series of unexpected turns. All this leads to Antboy taking on his biggest and perhaps final battle as Antboy.

This is a film in Danish with English subtitles.



CfE: This film at CfE Level 1 & 2 deals with themes such as bullying, loyalty, friendship, teamwork and coping with change. Curricular areas covered include English, Literature, Health & Wellbeing and Expressive Arts.

Teacher Advisory: There are scenes of mild alarm, ie superhero/ villain fights. There is use of expressions such as 'piss-ant', 'buff pansies' and 'retards'. There is a momentary scene where a confused Pelle finds a pink lacy bra.

Before watching the film

Activity 1 – Prediction

In small groups, look at the poster (Appendix 1) and decide who are the main characters. Using the pupils Visual Detective skills, try to work out whether the characters are Superheroes, Super-villains or ordinary people. Once the pupils have made their decisions, and evidenced them, then these should be written on Post-Its and placed on a sheet of paper headed Superheroes, Super-villains, Ordinary People.

Activity 2

Now watch the trailer on YouTube selecting *Antboy III* (official trailer) with Eng. subtitles. It is by Nimbus Films.

Having seen some of the live action, are the pupils satisfied with their answers? Reasons should be given to support the decisions reached. This sheet and conclusions should be retained to be revisited after seeing the film.

I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. LIT 1-13a

I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. LIT 2-13a





After watching the film

Activity 1 - Discussion Points

- When Gaemelkra is being asked if he is ready to leave hospital, how does the director show that he still hates Antboy?
- When Pelle reluctantly tells Wilhelm he is going to boarding school, what type of things does he say he will be doing there? Wilhelm tells Pelle he is going to Xavier's School for Gifted Youngsters. How do we know this is not true? Clue - Wilhelm tells us later in the film.
- How does the director show that the townspeople of Middellund are not happy that Gaemelkra has been released?
- Towards the end of the film Albert has now forgiven Antboy and regards him as a friend, how does the director show this? Clue - a sugar lump.

*I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. **LIT 1-13a***

*I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. **LIT 2-13a***

*I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. **LIT 1-07a***

*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***



Activity 2

At points throughout the film the director has used comic strip images to tell some of the story. Why did he do this?

The pupils, working in pairs, may wish to make a comic strip of no more than 5 panels showing an element of *Antboy III*. Pupils may wish to do a strip of sections of the film at which the director hinted what had happened but did not show. For example: when Albert and Wilhelm removed the plaster cast from Wilhelm's leg or the fight between Dufort and Antboy in the lift or the capture and substitution of the Head Of Security for Albert.

By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. **LIT 1-26a**

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**

Having explored the elements writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings. **ENG 1-31a**

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**

Lego Superhero Comic Maker

<http://dcuniversesuperheroes.lego.com/en-us/ComicBuilder/FramePage.aspx>

Make Believe Comix

<http://www.makebeliefscomix.com/Comix/>

Marvel Kids

http://marvelkids.com/games/play/75/create_your_own_comic

In keeping with the spirit of the film, pupils should not give their characters weapons.





Activity 3 - Understanding characters and their feelings

As a class brainstorm and identify feelings portrayed throughout the film. Write these on Post-Its and then place on a large sheet of paper marked Positive Feelings and Negative Feelings.

- How did Antboy feel when he saw the statue to Antboy unveiled?
- Why did he feel this way?
- How did Antboy feel when it seemed that a new Superhero was in town?
- How did Wilhelm feel when he saw the Terror Twins?
- Commander Combat says 'Being a hero does not mean not having weaknesses but overcoming them to help other'. Do pupils agree with this?
- What enabled Antboy and Sidekick defeat Dufort? Was it only the Hercules Serum or was it something else as well? Clue - when Antboy told Dufort he was waiting for backup.
- Albert said that 'It is hard to be good when everyone treats you like you're evil'. Is that true?
- How does Antboy win Alfred's good opinion? Clue - it was during his TV interview. Was Antboy right to tell everyone how Alfred had changed?
- How do you hope will the people of Middellund treat Alfred now?

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB 1-05a**

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB 2-05a**

I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. **ENG 1-19a**

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**



Activity 4 - Twists in the Tale

As noted in the synopsis, the film takes several unexpected turns. Some characters were not as they initially appeared. Having seen the film, the pupils should now revisit their Predictions Board which had been created after looking at the poster and viewing the film trailer. Appendix 2(a) may also be a prompt for the following activity.

Firstly working in pairs, they should agree on how Alicia Dufort appeared at the beginning of the film e.g. when she unveiled the statue or when she asked Antboy for help.

Still in pairs, decide how Albert Gaemelkra appeared at the beginning of the film e.g. when he was being released from the hospital or when he met Antboy outside his house.

Feedback to rest of class and then place their name on the board according to the resulting discussion and conclusion.

Appendix 2 (b) may be a useful prompt for the following activity.

- Alicia Dufort said that the work of ExoFarm was to help the sick and injured. She also said that the Exo Skeleton was to be used for helping relief workers and firefighters. Was she telling the truth?
- What was the ExoSkeleton to be used for? Why did Dufort want to use it for this purpose?
- Alfred Gaemelkra looked as if he was making the Hercules Serum for DuFort. Why did he change his mind?
- The ExoFarm Head of Security told Albert 'You walked into our trap'. Who had really walked into a trap?

Feedback as before and have a final placing of the characters as they are at the end of the film.

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

When listening and talking with others for different purposes, I can: share information, experiences and opinions explain processes and ideas identify issues raised and summarise main points or findings clarify points by asking questions or by asking others to say more.

LIT 2-09a

Appendix 2 (a)



Appendix 2 (b)





Follow up activities

The director Ask Hasselbalch noted that this was the end of the *Antboy* series of films. He noted that 'A movie that concludes the series at an emotional peak and at the same time allows for a brand new beginning.'

'Because the world will always need superheroes – in all shapes and sizes.'

Near the end of the film Alfred reveals a Secret Headquarters for the new team. This is an opportunity to pick up where Ask Hasselbalch left off.

Where would your secret headquarters be and why? The pupils may wish to create a story including all members of the new Superhero team operating from the Secret Headquarters.

Study the following pictures carefully. Using what you learn from this, you may wish to try and work out the camera angles, lighting and sound for scenes from the *Antboy III* trailer.



Here are pictures of the director with characters from the film. Can the pupils match them with their character? Describe what changes have been made to the characters. This can include use of costume, colour, posture, and facial expressions.





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

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