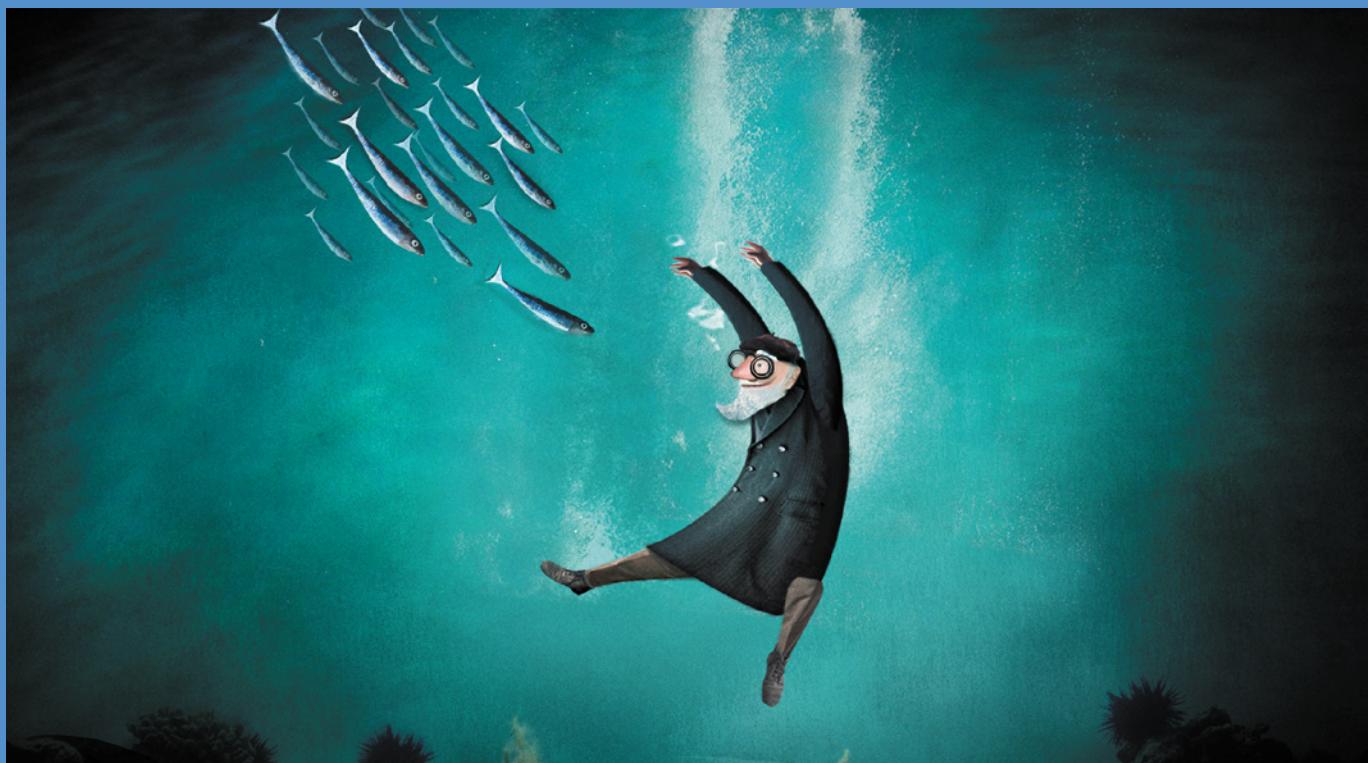


# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teacher's Resource Pack: Shorts For Middle Ones 2016

First and Second Level

Created by Gill Paton, Ian Cameron, Lindsey Law, Lynsey Dick, Megan Brough and Shona Brownlee

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

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

## Shorts for Middle Ones 2016

In this package of short films you'll discover penguins facing industrialisation, a space age research trip, a pirate and a man with a scythe sharing a life raft and a very creative beachcomber looking to visit the undersea world. For six of the films we have some great resources, background information and a series of class activities for both before and after your film experience.



### Paniek!

Directed by Joost Lieuwma and Daan Velsink  
The Netherlands 2015 / 5m53s

Activities created by Gill Paton  
Teacher Resource For First Level P2 -4  
CFE Literacy/English/Art and Design

*Paniek!* is a quirky Dutch animation from filmmaker Joost Nieuwma which won both the “NL Award for Massive Laughs” award at Klik! Amsterdam 2015 and the Audience Award, Anima Brussel 2015. It has a more mature humour than most cartoon shorts and appeals to lovers of the absurd.

### Synopsis

In the car Marja has a sudden rush of panic: did she turn off the gas? Did she leave the water running? Is the window locked? In her mind her imaginary mistakes grow to absurd proportions.



## Before the film

Discuss leaving the house in the morning. Is it a calm time? Has anyone's parent ever had to go back home because they have forgotten something or forgotten to switch something off? Discuss stories. Make a list of things that people worry about when they leave the house (windows, locked doors, switched off cookers, taps, straighteners etc.)

## After the film

### Discussion points:

What happened in the story? What kind of things did Marja worry about? Are any of them the same as the class's preview list?

Which bits of the film were funny? What was the twist in the tale? How does that make you feel?

*I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.* **LIT 0-01c**

### Activity 1 – Marja

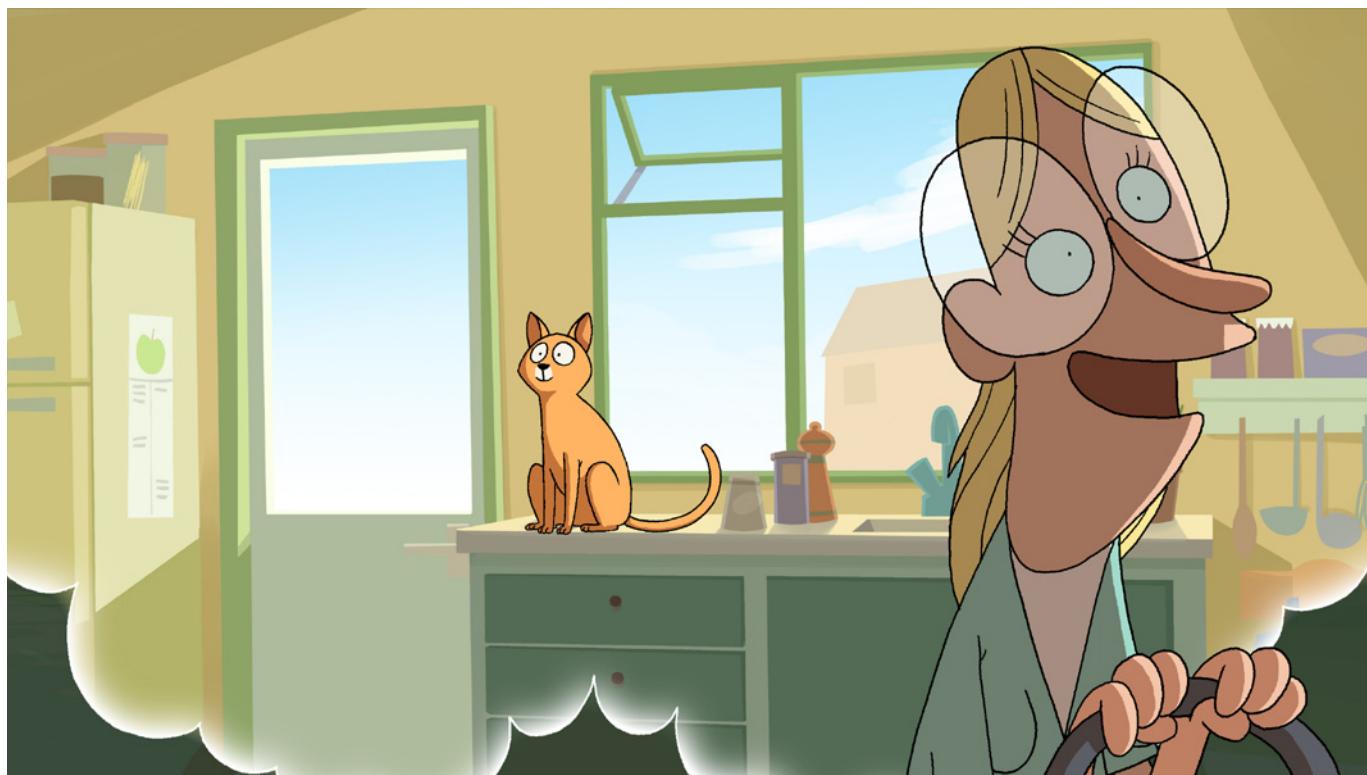
Discuss the style of drawing of the cartoon, using the stills provided. How would pupils describe it? Why do they think Marja has such big glasses?

Using the second picture in particular, ask pupils to copy Marja and draw a thought balloon beside her head. In the balloon, they should draw an image they remember from the film.

*As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose.* **LIT 1-04a**

*I can create a range of visual information through observing and recording from my experiences across the curriculum.* **EXA 1-04a**







## Activity 2 – A Checklist for Marja

Brainstorm the events that Marja worried about (leaving the iron on, locking her mother outside, leaving the tap running, leaving the cooker on, leaving the window open, leaving the door unlocked.)

Design a poster to help Marja leave the house worry free. Use command words and clear instructions. Pictures will help her too!

*I listen or watch for useful or interesting information and I use this to make choices or learn new things.* **LIT 0-04a**

*As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose.* **LIT 1-04a**

*To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.* **LIT 0-07a / LIT 0-16a /ENG 0-17a**



### Activity 3 - Worrying!

Recap the story and work done in Activity 1. When Marja worried about leaving something on or unlocked, her imagination runs riot and her worries become absurd.

Use the picture to prompt the story of Marja's mother (locked out, manages to unlock the door with her hairpin, tipped over the balcony by the cat, manages to flip herself back into her wheelchair, smacked in the face by the iron in the flooded house.) Can pupils remember what happens to the house? (It blows up.)

Using the following story start and end, can pupils come up with an inventive story as absurd as Marja's imaginings?

Just as she turned the corner, Marja realised that she had accidentally.....

...it was at this point that the house blew sky high.

*As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. **LIT 1-04a***

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

*By considering the type of text I am creating,[1] 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***



## The Red Herring (Pipopingviini)

Directed by Leevi Lemmetty  
Finland/Ireland 2015 / 6m30s

Activities created by Shona Brownlee

### Synopsis

In this language free comedy, Perry enjoys catching fish for the rest of his penguin friends. The trouble is that they are always hungry. One day a mysterious stranger arrives, promising a never-ending supply of fish. Are his promises too good to be true?

### Before the film

Watch the trailer for the film at: <https://www.youtube.com/watch?v=gFgMrqUEsxs>

- What kind of film do we think this will be?
- What do you think about the ‘mysterious stranger’?
- What do you think might happen next?
- Create a storyboard to record predictions about what might happen

*As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. LIT 1-04a*



*As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.* **LIT 2-04a**

*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**

## Making Links

Explain to the children what a ‘red herring’ is. Make predictions about what this might mean with regards to the film.

Are the children aware of any other films or stories featuring penguins?





## After the film

Discuss the predictions made before watching the film and compare to their storyboards having seen the whole film.

Points for discussion:

- Did the lack of language affect our understanding/enjoyment of the film?
- What message do you think the filmmaker was trying to convey?
- Why were the penguins so keen to follow the mysterious stranger?
- Were they right to follow him?

## Health and Wellbeing

Circle time would be a useful way of exploring some of the relationship issues in the film. How did Perry feel when his friends suddenly went off and followed the mysterious stranger? Why did the penguins start wearing ties just like the stranger? Can we relate to our own friendships and concerns about peer pressure? How do we deal with fall outs with our friends?

*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 / HWB 2-05a**

*I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.* **HWB 1-08a / HWB 2-08a**

*I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.* **HWB 1-44b**

*I understand that a wide range of different kinds of friendships and relationships exist.*  
**HWB 2-44a**



## Social Studies

The penguins are very greedy and want more and more fish. Discuss the idea of sustainability. Does the Earth have never-ending supplies of the resources we want and need? Brainstorm ways of living in a more sustainable way. How can we encourage more people to do the same? What will the impact be if we do not take more care of the Earth's resources?

*I can consider ways of looking after my school or community and can encourage others to care for their environment. **SOC 1-08a***

*I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. **SOC 2-08a***

*Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. **TCH 1-02a***

*Having analysed how lifestyle can impact on the environment and Earth's resources, I can make suggestions about how to live in a more sustainable way. **TCH 2-02a***





## Penguin Fact File

There are more than a dozen different species of penguins.

Use atlases/Google maps to identify areas where penguins live. Using reference books/Internet, research the different species of penguins, making notes about their similarities and differences, their habitats and diet.

Use posters, fact files or ICT software such as PowerPoint to display the information.

*By exploring climate zones around the world, I can compare and describe how climate affects living things. **SOC 1-12b***

*By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things. **SOC 2-12a***

*As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations. **TCH 1-03a / TCH 2-03a***

*I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. **TCH 1-04b / TCH 2-04b***

*I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts. **LIT 1-15a***

*I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. **LIT 2-15a***

*I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 1-20a / LIT 2-20a***

## Additional Resources

You can follow the filmmakers on Twitter @TheRedHerringHQ and @pipopingviini. There are links to behind the scenes images, downloads and other penguin related information.

HALAL PRESENTS



# ZEEZUCHT

A FILM BY MARLIES VAN DER WEL

DIRECTION & ANIMATION MARLIES VAN DER WEL SCENARIO RUBEN PICAVET & MARLIES VAN DER WEL

MUSIC BENNY SINGS SOUNDDESIGN SHARK HAAIFAAIDELUXE GRADING JOPPO IN DE GROT

PRODUCERS ROEL OUDE NIJHUIS GIJS KERBOSCH GIJS DETERMEIJER LINE PRODUCER MARIEKE KONIJN

[WWW.ZEEZUCHT.COM](http://WWW.ZEEZUCHT.COM)

NL FILM FONDS

cinecrowd  
start je eigen filmbewerking

AF amsterdams  
fonds voor de  
kunst

The logo for the Health and Safety Authority (HSA) of Ireland, featuring a stylized blue and white graphic.



66<sup>th</sup> Internationale  
Filmfestspiele  
Berlin  
Generation



## **Jonas And The Sea**

Directed by Marlies van der Wel  
The Netherlands 2015 / 12m02s

Activities created by Lindsey Law

### **Synopsis**

This is an animated film about Jonas who, ever since he was a child, has loved the sea. He feels most at home in the calm and relaxing world under the waves. He spends his time gathering what he can find from beach and what is left by the sea. Jonas uses what he finds to create his, not always successful, inventions. He hopes one of these will enable him to achieve his lifelong wish, to be at one with the sea. Time passes and Jonas is becoming an old man, he does not have much time left to make his dream come true...

**Teachers Notes:** This film is a visual delight. It has been made combining collage, pictures, random objects which are then animated. This gives it an unusual texture and imagery. There is no dialogue but is supported by music throughout. Though it appears a simple tale, there is so much more to it. Direct the pupils to observe both Jonas and his activities in the foreground and contrast with what is happening with the fishermen in the background.

It has won the KLIK NL Award for Craftsmanship 2015, GRAND PRIX 'ATHENA' ATHENS ANIMFEST 2016, HOLLAND ANIMATION FILM FESTIVAL 2016 Professional Award Dutch Animation, BEST ANIMATED SHORT tiff .toronto international film festival TIFF.kids 2015.

This award winning film covers the CfE subject areas of Technologies, English, Literacy and Expressive Arts.





## Before the film

There is a taster video on the film's website [jonasandthesea.com](http://jonasandthesea.com). Like the film itself the clip has no dialogue and is accompanied by music. The pupils will require their Visual Detective skills to see what they can deduce from this clip. The pupils should watch it all the way through first and then state how many recycled and domestic items they have identified in the construction of Jonas' craft. A list could be drawn up either in pairs or as a class activity. The pupils should watch again, pausing as required and note how accurate their observations were.

In the clip, Jonas comes to a sudden halt. Predictions should be made, again either in pairs or as a class. These should be retained until having seen the entire film.

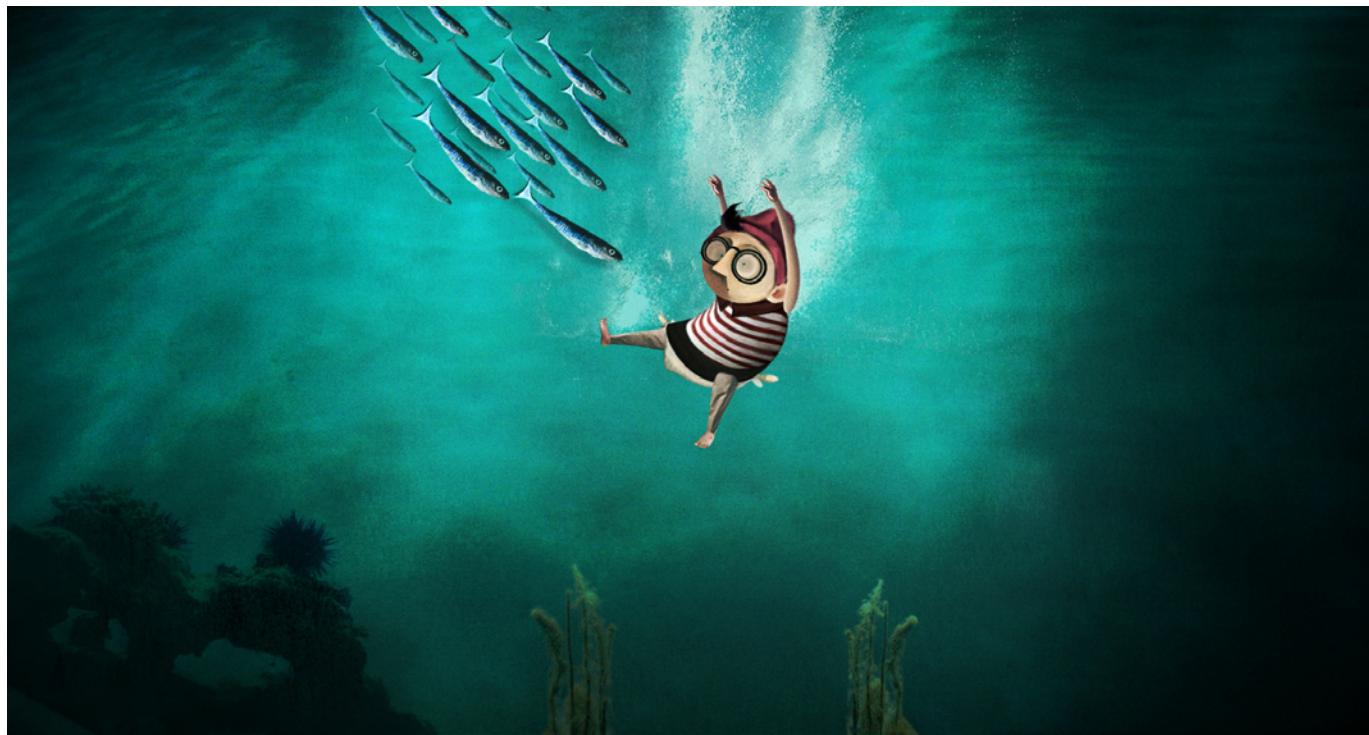
*As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text and use this information for a specific purpose.* **LIT 1-04a**

*As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.* **LIT 2-04a**

*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**

*I explore and experiment with the features and functions of computer technology and can use what I learn to support and enhance my learning in different contexts.* **TCH 1-4a/ TCH 2-4a**



## Discussion Points

How can you tell that Jonas was a very young child when he first tumbled into the sea?

Jonas begins to collect and re-use what he finds for each underwater adventure. Can you recognise and list some of these, stating where you think they may have originated?

Having seen the whole film, is this what you expected when Jonas and his craft came to a sudden halt? Compare this with predictions made previously.

Does Jonah use the items he finds for their original purpose or does he use them for something else entirely?

Contrast what Jonas and the fishermen are doing throughout the film.

The fishermen are using bigger and bigger boats, taking more and more fish from the sea. They seem to be becoming more wealthy too. Do you think that the fishermen are thinking about anyone else other than themselves?

Did Jonas achieve his dream?

How was this possible? What happened to the sea that enabled Jonas to get his craft into the sea?

*As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. **LIT 1-04a***



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

*To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own.* **ENG 1-17a**

*I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.* **LIT 0-01c**

*To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.* **LIT 0-07a / LIT 0-16a /ENG 0-17a**



## **Literacy, ICT AND Technologies**

### **Activity 1**

The film lists the characters as Jonas, The Fishermen and The Sea. Use each of these as a column heading and then list how each element changes through the film.

**Jonas**

**The Fishermen**

**The Sea**

For example, under the heading Sea could be: calm, blue, bubbles etc.

*As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose.* **LIT 1-04a**

<b>Jonas</b>	<b>The Fishermen</b>	<b>The Sea</b>



## Activity 2

Pupils may wish to use their pre-film predictions as a possible storyline. Specific music themes were used for particular elements of the story, for example, the gentle relaxing underwater music when Jonas was in the sea. The pupils should also consider sound effects to enhance any dramatic scenes they wish to produce.

*Having explored the elements which 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 interesting and appropriate structure, interesting characters and /or settings which come to life. **ENG 2-31a***

## Activity 3

The pupils could devise a stop frame animation using the techniques in the film using pictures, collage and reclaimed objects. The objects themselves may dictate the content of the animation. Further details of the technique can be found at [jonasandthesea.com](http://jonasandthesea.com) in the ‘Making of’ section.

The pupils will need to do a story board prior to filming. This can be done in a number of ways. One method is to make a folded concertina book and, using collage or other techniques, create a story sequence. Ideas can be found on [artfulparent.com](http://artfulparent.com) which demonstrates watercolour painting over tissue paper.



Another website called [createmixedmedia.com](http://createmixedmedia.com) has Creating A Visual Timeline of You / An Accordian Book and Using Ephemera as a Collage layer. Pupils may wish to use their pre-film predictions as a possible storyline.

*I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. **EXA 1-02a***

*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***

*I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. **EXA 1-03a***

*I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. **TCH 1-04b /TCH 2-04b***

## Activity 4



There are a number of ways the pupils can be more like Jonas and be in tune with nature and give a helping hand. [www.rspb.org.uk](http://www.rspb.org.uk) offer a number of activities to promote local wildlife including a bee B&B, a bug hotel, log piles for insects, and what to grow to encourage birdlife.



*Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. **TCH 2-2a***

*Having analysed how lifestyle can impact on the environment and Earth's resources, I can make suggestions about how to live in a more sustainable way. **TCH 2-2a***

*I can consider ways of looking after my school or community and can encourage others to care for their environment. **SOC 1-08a***

*I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. **SOC 2-08b***

## **Useful Resources**

Go to [education.rspca.org.uk](http://education.rspca.org.uk) where you will find an 'Education' section, select Quick Activities then select Primary Quick Activities, select Lessons (Eng) KS 1, KS2 etc. This will give you a series of Habitat Activities and Ground Rules for working with the natural world.

SSPCA - <https://www.scottishspca.org>. Select the Education section where there is an on-line booklet and a link to a range of activities within CfE.

For more information on I Can Animate2 see <http://www.kudlian.net>

The style of Jonas inventions reflect the style of an English cartoonist and illustrator called Heath Robinson who was best known for drawings of ridiculously complicated machines for achieving simple objectives. Simply Google Heath Robinson and you will find drawings such as 'The new multi-movement machine for gathering Easter Eggs', 'The company start steamer services' and 'The tea and sugar rationing machine'.

A site which encourages pupils to re-use and recycle can be found at  
<http://www.recyclenow.com/school/primary-school-resources/busta>



## Riceballs

Directed by Shingo Usami

Australia 2015 / 11m

Activities created by Megan Brough

## Synopsis

Since having lost his Australian wife for an illness, Kenji has been doing his best to bring up his only son, Josh. While he is in two minds whether to move back to Japan with Josh or not, Kenji keeps making clumsy Japanese riceballs for Josh wishing his son will remain connected to his cultural heritage. Eventually, those riceballs strengthen their bonds and help them overcome the pain of losing their loved one.

**Themes:** Loss, family relationships, cultural identity

Watch trailer here: <https://www.youtube.com/watch?v=hHy7pdrrwOY&feature=youtu.be>





## Before you watch the film

### Discussion - What is culture?

Teachers should explain to pupils the definition of a ‘culture.’ This should be discussed in relation to the definition meaning ‘the behaviours and beliefs characteristic of a particular social, ethnic, or age group’. Based on this definition, a discussion/lesson should take place about the different beliefs/traditions undertaken by different social groups. Eg. Chinese New Year is at a different time of year, different forms of national dress, the importance of food in each culture.

Pupils should be encouraged to talk about what cultures they come from and their cultural traditions. Based on this discussion, pupils should undertake the task ‘My Culture.’ This will allow pupils to talk about their cultural identity.

Suggested prompts:

- Where were you born?
- Where were your parents born? Is there anyone in your family that was born elsewhere?
- What would you say your nationality was?
- What is your cultural dress?
- Are there any foods that are important to your culture?
- Are there any events that are important in your culture?

**Teacher’s notes:** This discussion should take place in a larger group. Pupils should work individually to do this task as their identity may be different from their peers. This can be undertaken as a piece of personal writing or presentation. If a presentation, pupils could be encouraged to bring in various items important to their culture.

*I can discuss issues of the diversity of cultures, values and customs in our society.* **SOC 2-16c**

*By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences.* **SOC 2-19a**

*As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel.* **ENG 2-30a**

*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 2-09**





## After watching the film

### Discussion questions

1. Where did Josh and Kenji live?
2. Where was Kenji's sister trying to persuade them to go?
3. Why do you think Kenji persevered with giving Josh riceballs for his lunch?
4. Why do you think the other boys were so excited by Josh's lunch?
5. Why do you think Kenji eats the Vegemite despite not liking it?

**Teacher's notes:** These questions are geared towards a discussion relating to the previous task. Pupils should notice that the 'riceballs' are a part of Japanese culture and that Kenji is trying very hard to ensure that Josh embraces both his Australian and Japanese cultural traditions.

*As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. **LIT 1-04a***

*As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. **LIT 2-04a***

*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 03***



## Activity 2 – Bento Boxes

Riceballs are a part of a larger Japanese lunch culture – the bento box. Bento is a single-portion takeout or home-packed meal common in Japanese cuisine. A traditional bento holds rice, fish or meat, with pickled or cooked vegetables, usually in a box-shaped container. There is a modern trend which is prominent on Instagram and blogging sites of parents creating adventurous and exiting treats to put in their children’s lunch box.

Teachers could google ‘bento boxes for kids.’ Thousands of images will come up demonstrating the lengths that parents can go to make lunch exciting. Putting ‘bento box’ into Pinterest also comes up with some exciting images.

Here is an article which shows how the bento box trend has increased: <http://www.dailymail.co.uk/femail/article-3450523/The-parents-painstakingly-packing-bento-box-school-lunches-children.html>

**Activity 2a)** Design your own bento box with Kenji’s riceballs. What shape would you make them? What fillings would you put in them?

**Activity 2b)** Design a Bento Box based on your cultural identity from the previous task. What would you include? How would you make it pretty?

**Teacher’s notes:** You may wish to make a template of a box for pupils but it is likely they may like to create the shape of their box themselves. They should be encouraged to be as creative as possible.

*I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a*



### Activity 3 - Loss and Point of View

*Riceballs* deals with the theme of loss. Josh's mum has passed away and this film details how Josh and Kenji come to terms with this. Throughout the film this is never mentioned, but we can tell through the way Josh and Kenji behave. There are a lot of shots which focus on either Josh or Kenji and how they are feeling.

Pupils should get into pairs. One should be Josh, one should be Kenji. Pupils should write down the ways in which we can tell that each character misses Josh's mum.

Suggested prompts:

- What does the character's facial expression tell us about how they are feeling?
- Are there any objects that the camera focuses on. Why do you think this is?
- Do the character's actions reflect how they may be feeling?
- Does the music that is playing at any point reflect how the character may be feeling?
- Do the characters say anything that show that they are dealing with loss?

**Extension:** Pupils could write down what each characters is thinking in thought bubbles to create a class display.

**Teacher's Notes:** It is important to have a discussion about loss with pupils. However, pupils may not wish to discuss their own experiences with loss so this should be dealt with sensitively. This exercise should help pupils to begin to analyse simple media concepts such as camera, character and sound.

*Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a*

*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 – What Happens Next? Imaginative Storyboarding

At the end of *Riceballs*, Kenji says ‘I don’t know’ when Josh asks him if they will be moving back to Japan. Write the end of their story in the form of a storyboard.

Do they decide to move back to Japan?

- If so, where do they move to?
- How does Josh feel about the move?
- Does Josh have to go to a new school? What is it like?
- Does Kenji get a new job?

OR

Do they decide to stay in Australia? If so, what happens?

- Do Josh’s friends continue to have Riceball parties?
- What do Josh and his friends get up to?
- Does Kenji make friends with the other dads?
- Does Kenji meet someone else? How might Josh feel about this?

**Teacher’s notes:** The storyboard should be around 6-8 frames and should have a summary of each frame beside it. If there are many different stories about the characters, these storyboards could be put together as a sort of short film/collection of stories.

These prompts would also work well as a short story if teachers wished to have an English/Literacy focus. However, a storyboard would allow for teachers to focus on learning such as camera shots, colour and the order of events in a story.

*I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.* **LIT 2-24**

*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 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**

## Useful Resources

<https://www.facebook.com/riceballsfilm>





## Once Upon A Blue Moon

Directed by Steve Boot

UK 2015 / 3m28s

Activities created by Lynsey Dick

**CfE Outcomes:** Expressive Arts, Technologies, Literacy

**Themes:** Loneliness, excitement, new adventure, determination

## Synopsis

A comical mixed-media stop motion animation about a blue planet and a lonely blue creature. The isolated planet is visited by a robot on an important mission, to only take pictures of the rocks it finds.

## Before visiting the cinema

Show the class the film trailer. It can be viewed on Vimeo at: <https://vimeo.com/140587773>

Once the class have watched the trailer ask them to predict what they think will happen in the story. Will the Robot play a key part in the story? What will the blue creature do? Take feedback and record the ideas on the interactive white board.





## After visiting the cinema

The full film is available to watch again on Vimeo at: <https://vimeo.com/127529843>

### Questions for discussion

Look at the ideas previously recorded predicting what they thought would happen.

- Were any of the predictions correct?
- What was the creature doing with the rocks?
- Why do you think he was trying to make another creature similar to himself?
- How do you think he felt when he saw the spaceship land?

### Children's Task One

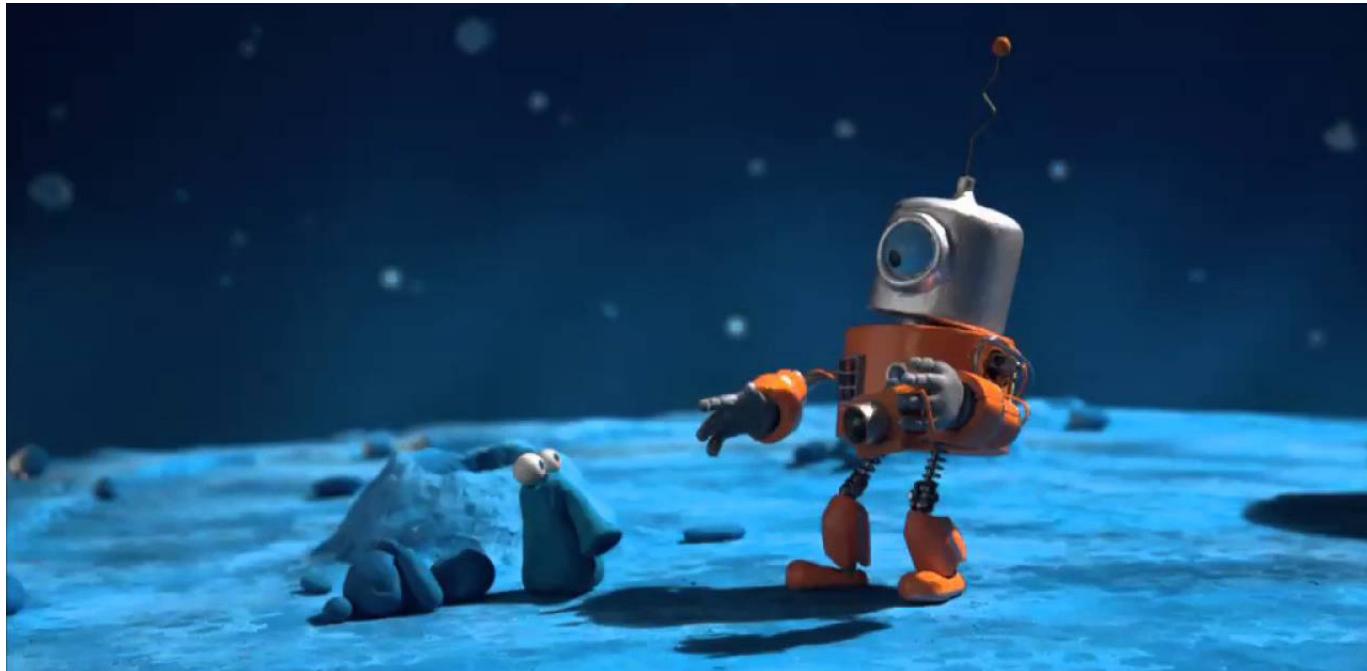
Allow the children the opportunity to experiment creating their own blue creature. This could be using clay, play-doh, plasticine, fimo or any other material available.

Have the children create their creature then encourage them to evaluate which of the materials makes the best model.

*I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. **EXA 1-02a***

*I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. **EXA 2-02a***





## Children's Task Two

Using a suitable computer programme such as Textease, encourage the children to draw the Once Upon a Blue Moon background. Can they add in details like the blue creature, the Robot and the camera?

*I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts.* **TCH 2-04a**

*I am developing an interest, confidence and enjoyment in using drawing and colour techniques, manually or electronically, to represent ideas in different learning situations.* **TCH 1-15a**

## Children's Task Three

The Robot had clear intentions of returning once his mission had been complete. However, due to the spaceship leaving unexpectedly the Robot is stranded on the blue planet.

Discuss with the children that the Robot would be expected to return with his results from the mission. To explain what happened they will need to write a letter/email to be sent to the Robot's home.

*I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.* **LIT 1-20a/ LIT 2-20a**

*I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways.* **TCH 1-04b/TCH 2-04b**





**Write an email to explain what happened to the Robot**

**To:**

**From:**

**Subject:**

**Send**

**Attach** 

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## Children's Task Four

If you wanted to allow the children the opportunity to create their own stop motion animation, they could try making the Robot from the film, the spaceship, the camera and even the background.

Let the children experiment with a variety of materials when making their models. They could bring in an assortment of junk modelling or you could collect this from home or ask colleagues to bring in things for your class to use.

Use the still below to look at the way the objects in the foreground have been made. The children could make exact replicas or use their imagination and create a new design.



*I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. **EXA 2-02a***

*Through discovery and imagination, I can develop and use problem-solving strategies to construct models. **TCH 1-14a/ TCH 2-14a***





## Children's Task Five

The brilliance of this short animation is the three rules the Robot has been clearly given. Look at the still image below to remind the children of these rules. How many of these rules does the Robot break?

However we do not know why the Robot has been given this mission. With the children discuss the following:

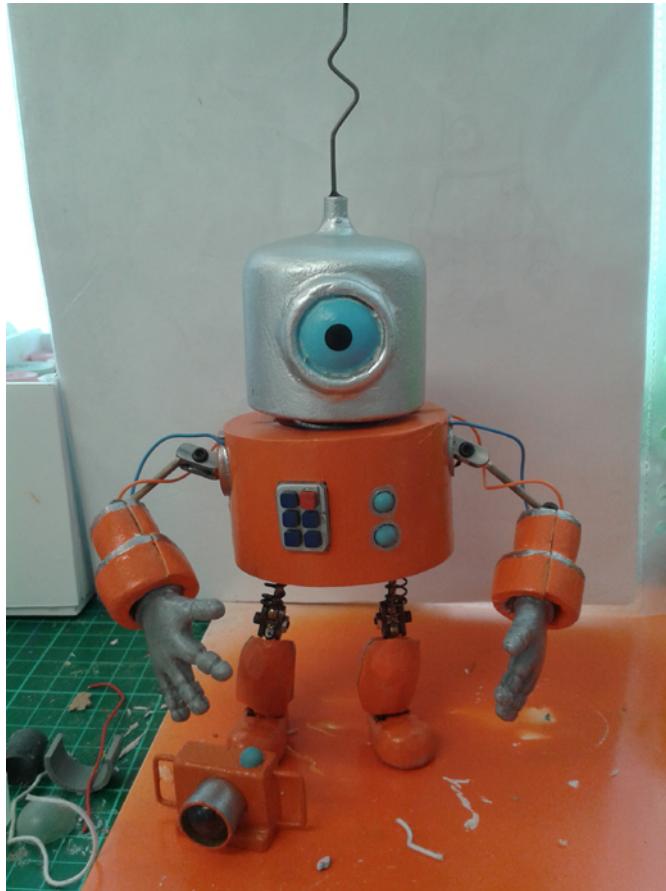
- Why has he been sent on this mission?
- Where has he come from?
- What is his planet like?
- Will anyone realise he has failed to return from the mission?

Explain to the children that they are going to write a background story as to why the Robot has been sent on the mission.



*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***





## Additional Activity

As another activity the children could create a missing poster of the Robot.

## Additional Information and Resources

This website has a great interview with Steve and some lovely images of the animation in the process of being made:

<http://www.skwigly.co.uk/watch-upon-blue-moon-steve-boot/>

Steve Boot has other videos available on Vimeo at:

<https://vimeo.com/steveboot>





## Dji Death Sails

Directed by Dmitri Voloshin

Moldova 2015 / 5m15s

Activities created by Ian Cameron

## Synopsis

A pirate lost at sea and on his last legs is visited by an incompetent Grim Reaper. While waiting for his client to die, Dji (the Grim Reaper) investigates the contents of the pirate's treasure chest.

## Before visiting the cinema

### Activity 1 – Discussion Points

- What is the difference between “Live Action” and “Animation”?
- Can you give examples of both?
- Do you know of any films where computer generated animation is used?
- Do you know of any films or stories about pirates?

*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*



## Activity 2 – Making Connections

In pairs, pupils should make a list of all things they would expect to experience in a text about pirates. These might range from items of clothing (hats, stripy shirts, eye-patch) to other items (Jolly Roger flag, ship, parrot). They could also include the usual set pieces that would normally appear in a pirate story e.g. sword fight, attack by a giant sea creature etc.

They should then sort these into order from the most likely to least likely. Sharing these can be done to see if other pupils have come up with the same ideas or different ones they had not considered. A class top ten should be created detailing the things most of the class would see as most likely.

Pupils should then be encouraged to look out for these items in the film. These can be checked against the class list on return to the classroom.

*I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.* **LIT 1-11a / LIT 2-11a**

*Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.* **LIT 1-14a**



## After the film

### Activity 3 – Using the Clues

Watch the film again at the link (<https://vimeo.com/116746233>).

Ask pupils to think about where the pirate has come from. The pupils should be given 4 minutes to work with a shoulder partner and jot down as many different possibilities as they can as to why the pirate is on the raft. You should encourage them to justify their answer and use clues from the text, while re-enforcing there are no wrong answers as long as they can justify sensibly. These clues might include the fish, the treasure or the debris around the boat. Pupils could watch the film a second time to make notes of the clues they might use.

Opportunity should be given to share their ideas with others in the class. They could number themselves 1 and 2. The pupils should both memorise the best three answers they came up with. Depending on the class, pupils can then dial a new partner. This involves all pupils forming two circles. The inside circle is made up of number ones, shoulder to shoulder, facing the outside walls of the classroom. Number twos should then join their partners and face them, forming a circle of pupils facing their partners with their backs facing the walls of the classroom. Ones then move clockwise to a different partner. This can be done a number of times, moving either the ones or twos, clockwise or anti-clockwise, until each group/pair has heard a number of different ideas. Pupils can be picked at random to share the best ideas they heard with the rest of the class.

Once ideas have been shared, pupils (individually or in pairs) can then create a short story detailing how the pirate ended up on the raft, adrift at sea. Usual planning methods can be used to do this e.g. storyboarding, mind mapping etc.

*To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. **LIT 2-16a***

*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 4 – Understanding the Text

Pupils should consider the main character Djí. Pupils should have class discussion about what they think his character is like. Time should be given to discuss him with a shoulder or face partner and then shared with the class. Key questions to stimulate the discussion might include:

- Is he good at his job?
- What personality traits does he have? Patient, considerate, punctual, clever?
- Do you think he has done this before?

Pupils can then use this information to create another story with Djí coming to collect the soul of another person. The pupils should choose from a clown, a Postman or an actor. The story should be in the same style where Djí comes to collect the soul of the victim, but botches the job, allowing the victim to survive. When planning, pupils will consider:

1. What the character is doing that puts them in the dangerous situation
2. The location
3. How Djí “mucks up” (should have a humorous edge)
4. What happens to both the character and Djí are doing at the end

If pupils are unsure, refer them back to the film they watched, using the points above. After planning, pupils should complete the story as a comic strip.

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*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***





## 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)

