

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: The BFG

First/Second Level

Created by Shona Brownlee

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

discoveryfilmfestival.org.uk

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CREATIVE LAND

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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



The BFG

Dir: Steven Spielberg

UK/Canada/USA / 2016 / 1h55m

Synopsis

Sophie (Ruby Barnhill) befriends a big friendly giant, the BFG (Mark Rylance), a 24-foot-tall individual who has superhuman hearing abilities and immense speed. Although his appearance is scary, he is a kind-hearted soul whose primary occupation is the collection and distribution of good dreams to children. Considered an outcast by the other giants because he refuses to eat children, the BFG and Sophie must set out on a mission to capture the far less friendly, man-eating giants who have been invading the human world.

This film has the potential to be used in conjunction with a class based novel study or the activities below could be used as stand-alone follow up activities to the film.



Before your visit to the cinema

Watch the trailer for the film at:

<https://www.youtube.com/watch?v=GZ0Bey4YUGI>

- What kind of film do we think this will be?
- Do the characters look the way you imagined they would?
- How might the film compare to the book?
- What do we already know about the author of the book?
- What techniques have been used to create this 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***



Making Links

Read the blurb from the novel and discuss. What would be the advantages and disadvantages of being a giant?

Watch the trailer from the 1989 TV animation and discuss any similarities or differences.

<https://www.youtube.com/watch?v=Q2oTMyblwwg>

Brainstorm other Roald Dahl works which the children are familiar with.

Are the children familiar with any other stories or films which feature giants?



After watching the film

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

Points for discussion:

- Sophie describes the Witching Hour as being the “time when the boogeyman comes out”. What do you think the witching hour is?
- At the start of the film, Sophie is wandering around the orphanage and later explains to the BFG that she has insomnia. Discuss what might be keeping her awake and what she thinks/how she feels when she first sees the BFG
- What were the different ways in which the BFG disguised himself in the streets?
- Recall some of the items in the BFG’s cave and what he used them for
- The BFG’s use of language
- Different characters’ reactions to seeing the BFG for the first time

When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02a

When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking. LIT 2-02a



Literacy Through Film

Using the three C's – colour, character and camera and the three S's – setting, story and sound is a useful starting point when analysing film.

Set up a walkabout talkabout activity with the six different headings. Children should move around each of the tables, noting down their own thoughts about what they noticed about each. After the follow up discussion, children can make their own notes for each section (appendix 1). Referring back to the trailer would be useful as it highlights, in particular, the contrasting scenery between the London streets and Giant Country and gives examples of the different ways in which sound can be used for effect.

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



Writing

There are many opportunities for creative writing as a follow up to this film.

- Children might like to create their own giant, using alliteration to give him/her a name. Draw what the giant looks like then use the drawing to write a detailed description using similes and metaphors.
- If the BFG can hear “all the secret whisperings of the world” what might that be? Brainstorm things which we presume have no noise and write about how they might sound.
- It is suggested that the BFG once had another child in his cave. Write a character description for the boy. How did the BFG find this child? Write about which of the man-eating giants found him.

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

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



Art & Design

Silhouettes

As the BFG and Sophie visit Dream Country, the use of silhouettes is very effective. Children could recreate Dream Country using chalk or pastels for the background and black paper to create silhouettes of the tree and characters. Glitter glue/paint could then be added to create the dreams whizzing around.

Dream Jars

The BFG's cave is full of his dream jars, each one carefully labelled with a synopsis of a dream. Children could collect glass jars from home and create their own dream label. Glass paint or tissue paper can then be used to decorate the jars.

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.

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 / EXA 1-02a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 1-05a / EXA 2-05a



Health & Wellbeing

There is a strong theme of friendship between Sophie and the BFG. Both are portrayed as being lonely characters. The BFG demonstrates his trust in her by sharing Dream Country with her. This is a good introduction to discussions around what makes a good friend, what things we like to do with our friends and feelings of loneliness.

As the smallest giant, the BFG is treated badly by the others who take great delight in being nasty to him. Circle time activities could be a useful way to explore feelings about bullying and bullying behaviour.

*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 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***



Additional resources

There are lots of BFG and general Roald Dahl resources freely available at:

<http://www.roalddahl.com/home>

Analysing Film

Using the 3 C's and the 3 S's is a useful way to structure ideas about film.

Use the boxes below to make your own notes under each of the headings.

SETTING

How do the different settings affect the atmosphere of the film? What does the BFG's cave tell us about him?

SOUND

How does the filmmaker use music or sound effects to build tension/create atmosphere?

STORY

Were there any surprises with the plot? What were your opinions on the ending? How did it compare to the novel?

CHARACTER

Did you have a favourite character? Could you empathise with the characters?

CAMERA

The filmmaker uses a range of shots to convey different messages. When are close up and long range shots used?

COLOUR

Does the use of colour add to the overall effect of the film? Did you notice any contrasts in the use of colour and how it changes the atmosphere?



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