

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teacher's Resource: Labyrinthus

Level 2

Created by Ian Cameron

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

discoveryfilmfestival.org.uk

DCA

Dundee Contemporary Arts


EUROPA CINEMAS
MEDIA-PROGRAMME OF THE EUROPEAN UNION

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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 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



Labyrinthus

Dir. Douglas Boswell

Belgium/Netherlands 2014 / 1h39m

Synopsis

A 14 year old boy, Frikke, discovers a mysterious box that allows him access to a dark computer game. Upon starting the game he realises that the main character is a girl who in the real world lies in hospital in a coma. When his best friend is also trapped within the game, Frikke resolves to save them both. Frikke uses his problem solving skills and determination to rescue his friends and beat the mysterious adversary. The film follows the young adventurers around the various areas within the virtual Labyrinth, prompting questions about internet safety in a world increasingly reliant on social networking.

The film is in Dutch with English subtitles.

Main Themes

Internet/Social Networking safety, friendship, teamwork.

Advisory Note

There are moments of mild peril where the main characters are met by the main antagonist. He is quite sinister and threatening dressed in black with his faced hidden by a mask reminiscent of a plague doctor's mask. This may disturb younger, more sensitive viewers. The trailer can be watched here: <https://www.youtube.com/watch?v=CJ94YRvpe9Y>



Before the film

Activity 1 – Discussion Points

The following are questions/discussion points that you may want to ask the class prior to the film. As with approaching any text, it is important to cue in pupils before reading. The following points will help pupils to start making connections to texts they have read before and life experiences that may be relevant to making sense of the narrative.

- Which texts have you seen/read that involve young people working together to solve a puzzle?
- Are you aware of any stories that involve computer games?
- What social media sites do you access or are aware of? (Facebook, Twitter, Flickr, Messenger, Instagram, Skype, Pinterest etc.)
- Which stories are you aware of that pit adults against children?
- Has anyone ever downloaded something that had a virus or caused problems?
- Which movies have you watched where English is not the main language?

*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***

*To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. **ENG 2-17a***



Activity 2 – Watching the Trailer

The trailer can be watched at this link: <https://www.youtube.com/watch?v=CJ94YRvpe9Y>

Before watching the trailer ask the pupils to think about the following to cue them in to the text. Select two or three points to think about.

Plot/character/genre:

- Who are the main characters?
- What do you think the plot will involve?
- Is there an antagonist (baddie)? What do you think his roll is?
- How do you feel about the film? Do you think it will entertain you? Why?
- What genre of film do you think it will be?

Foreign language points:

- What language do you think it is?
- Are there any parts of the language you recognise?
- How will you understand what is going on?
- Why do you think the filmmakers have not dubbed it?

The pupils should then be shown the movie poster (**Watching the Trailer Resource** or available as a google search). They should discuss in small groups if they think the poster confirms their assumptions. Which do they think is most effective at making them interested in the film?

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

To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. ENG 2-17a



After the film

Activity 1 - Internet Safety - Creating an Avatar

One of the biggest mistakes Frikke made was to allow the games designer to know his identity. Reminding the pupils of this, ask the pupils to design an Avatar (a fiction representation of themselves) that they could use to stay safe online. This should also include a username that will not give any information about themselves. i.e. if their name is John Smith then they should not use Smithy, Johnno, Johnsmith23 etc in their user name, but random words e.g turtlecake, redcatch etc. Explain that this is extremely important as the less information someone can find out about you, the safer you are.

I am developing my knowledge and use of safe and acceptable conduct as I use different technologies to interact and share experiences, ideas and information with others.

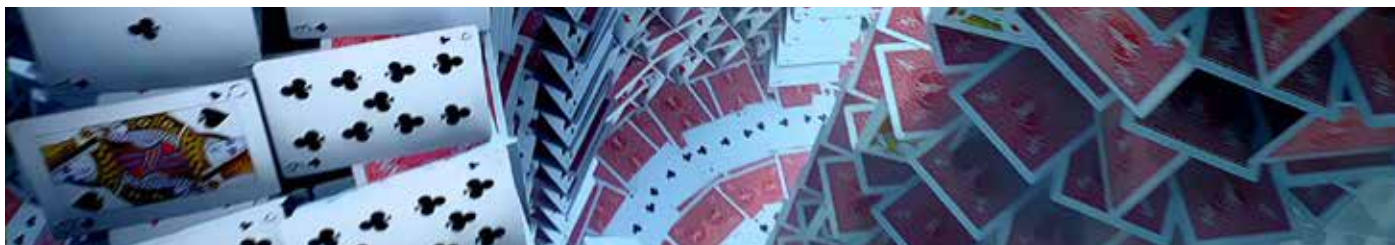
TCH 1-08a / TCH 2-08a

Activity 2 – Internet Safety – Safe Conversations

As a follow on from the previous activity pupils should consider how to keep personal information safe. In small groups or pairs (co-operative learning teams) pupils should be asked to create some questions that they may be asked by a stranger on the internet. These should be questions that might lead to them revealing information about themselves. Examples to start them off might be:

- Which town do you live in?
- Do you have any brothers or sisters?
- Who do you live with?
- I love to play in the park, what's your favourite park to play in?
- What do you like to do after school?

Before setting the groups going it would be worth asking the pupils to comment on why they think the last two questions are really dangerous. These allow the person asking the questions to gain information about location in a more subtle way. The children should be encouraged to think about creating these sort of questions when they working in their groups. Questions could be shared with the whole class, especially the more subtle ones.



Pupils should then be asked to think of ways to respond to these questions in a sensible way. Again time should be given to groups/pairs to come up with acceptable responses. Some of these should be shared with the class. The teacher should then state that although these all seem like good responses, the only real way to remain safe in this situation is to not respond, but to tell a responsible adult. In groups the pupils should then be given time to think of as many responsible adults as possible, creating a list of people they would feel safe turning to for help.

Pupils can then use all this information to create an Internet Safety Poster for the class, or to put round the school.

I am developing my knowledge and use of safe and acceptable conduct as I use different technologies to interact and share experiences, ideas and information with others. TCH 1-08a / TCH 2-08a

I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 2-03a

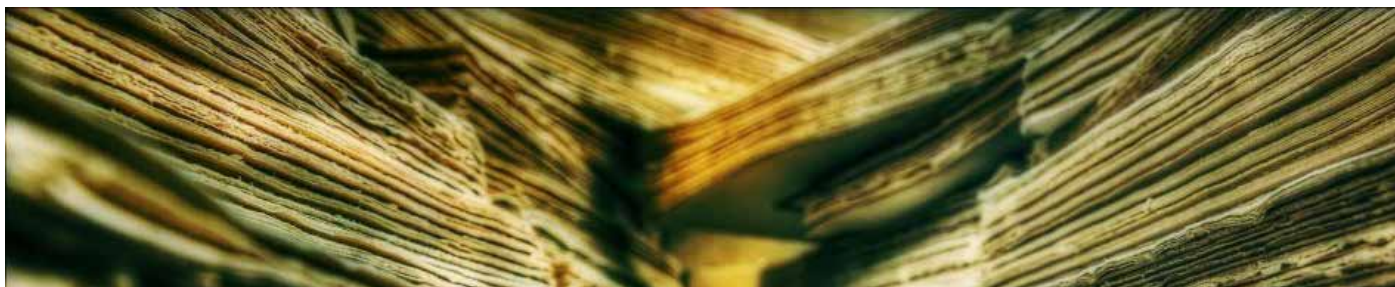
Activity 3 – Internet Safety - Who’s Who?

Resources: Who’s Who? Resource sheet 1a+b (1 copy for each group), envelopes (x 4 for each group)

As preparation pupils will be working in small groups (2-4). Each group will need four envelopes with the Avatar card from **Who’s Who? Resource 1a** stuck to the outside, and the corresponding **Who’s Who? Resource 1b** card sealed on the inside. E.g. envelope 1 should have the picture of the avatar Goobie and Johnny Grind’s Profile stuck to the outside, and inside should be the profile of Justin Harvey.

Introduce the new (fictional) social networking site “Skweezer” to your pupils. You could use **Who’s Who? Resource 2** to make this feel more real. Explain that it is a gaming site that allows users to share games and chat with their fellow gamers when they have played the games. Also explain the site allows them to add their own avatar and create a unique username. They will be joining this site to take part in the games. This could be a continuation of **Activity 1** and therefore they could be using the previously created avatars and usernames.

The pupils will then be asked as a group to each read one of the profiles to the rest of their group members. This should continue with each pupil in turn reading a new profile until all profiles have been read. Pupils should then be asked to choose one of the profiles they would like to have a friend request from. They should be able to justify their choice to their face/shoulder partners. Pupils can be asked at random to share their choice and justification.



Explain to the class that the envelopes contain the real identities of each of the User Profiles. Each envelope should then be opened one at a time and shared in the same way as before with the rest of the group. Pupils should be asked to share their initial opinions/feeling on the choices they have made. Links can be made to the film and Frikke's uncertainty and mistakes about who was the real culprit. Pupils could be asked where in the film did he put himself in real danger. Again this could be in small groups or a whole class mind map using shoulder/face partners for initial discussion.

I am developing my knowledge and use of safe and acceptable conduct as I use different technologies to interact and share experiences, ideas and information with others. TCH 1-08a / TCH 2-08a

Activity 4 - Create a Map

Resources: A3 paper, pens, pencils (optional junk modelling)

In small groups pupils should be asked to remember the different areas that Frikke and his friends encountered during their adventure. Ask the pupils why they think these were chosen by the director. How did they fit with the film? Why was the style of each area important? Was there a common theme?

Pupils should then be asked to create a map of the different areas of the labyrinth. This could be done in 2D, or as a 3D representation with junk modelling using materials that reflect each of the areas.

Extension:

Pupils could then create a new area, or a whole new labyrinth using materials that are around them to reflect the labyrinth in the film e.g. an area made from plastic, pencils or CDs.

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

I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a

I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. EXA 2-06a



Activity 5 – Diorama

Resources: boxes (1 per group), pupil obtained resources

Pupils could create a diorama of one of the scenes in the film using the materials in that area e.g. old books brought in from home. This could be done individually, but best in a small group (co-operative learning team). If completing this task in a group, each member should have a clear role in the task, resource manager, lead engineer, encourager and time keeper.

This should be completed over two sessions. There should be a clear design created during first, with the group deciding which area they are going to create, what materials they will need and who will source what. The second session should be the creation of the diorama with the pupils having sourced the materials they need and using their plan to create their scene. An hour should be sufficient time to complete each part of the task.

I can convey information, describe events, explain processes or combine ideas in different ways.

LIT 2-28a

I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. **EXA 2-06a**

Activity 6 - Origami avatar

Pupils should create a new avatar for Frikke in the film. This could either be an invention from folding paper, or pupils could investigate different origami designs using some of the websites below.

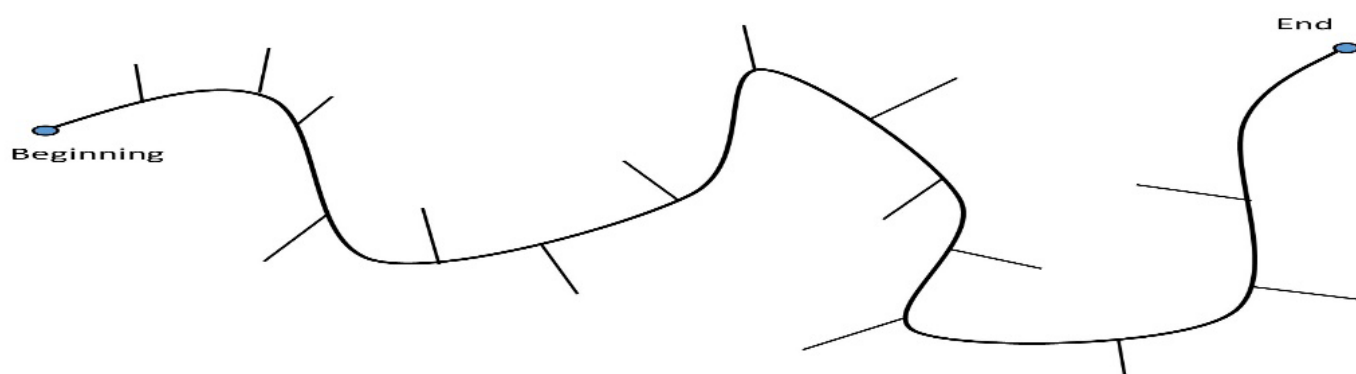
- <http://www.origami-instructions.com/origami-for-kids.html>
- <http://www.activityvillage.co.uk/origami>
- <http://www.origami-fun.com/origami-for-kids.html>
- <http://www.origami-make.com/howto-origami-kids.php>

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



Activity 7 – Creative Writing

Using the film as inspiration pupils could plan a new story using the idea of a magical device being able to transport someone to a new, exciting but dangerous world. Their story should contain an antagonist, a short journey, obstacles or challenges during the journey and a twist at the end. Planning should be used to ensure the pupils have a good understanding of how they are going to construct their story. A story line (see below) may be used to help plan a walkthrough of the journey.



*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***

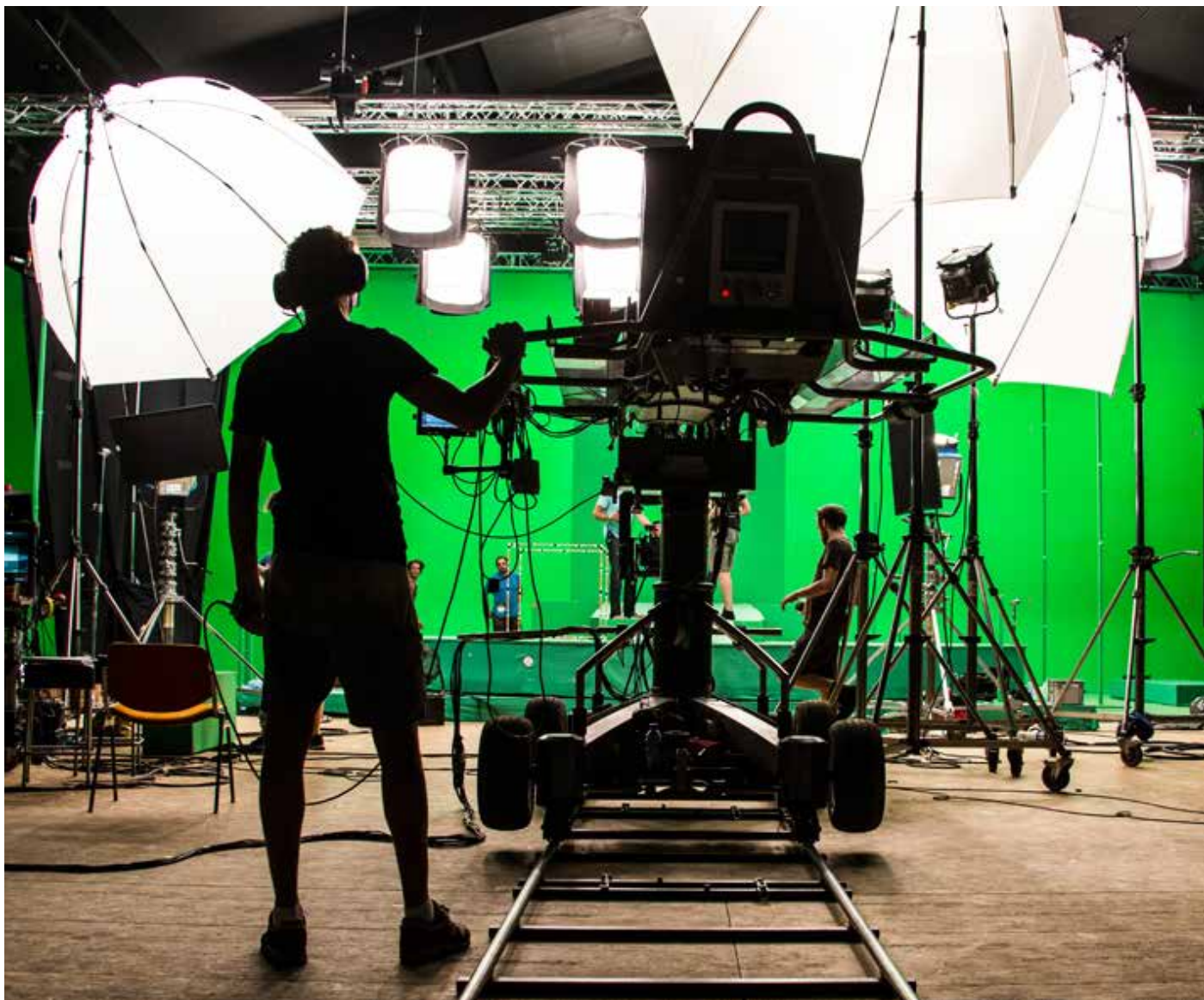
*I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a***



Further Activities

- Pupils could watch Jim Henson's *Labyrinth* and compare and contrast thinking about effects used, similarity of themes, setting, character etc.
- Further investigation of Internet Safety can be done through <https://www.thinkuknow.co.uk/>
- <http://www.bbc.co.uk/cbbc/topics/stay-safe>,
<http://www.childnet.com/young-people/primary>,
<http://www.bbc.co.uk/newsround/13908828>
- Wall display could be created to show the different parts of the journey through the labyrinth.
- Carrying on the story from where it left off
- Adding a new character
- Changing a character in the story





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

Watching the Trailer Resource



Who's Who? Activity Resource 1a

Who's Who? Resource 1a

Cut out the User Profiles and stick them to the outside of each envelopes



Avatar: Goobie

Name: Johnny Grind

Username: [thegrindmonkey#21](#)

Age:11

Lives: Little Hickham, near Chester

Likes: Skateboarding, Free Running, Playing Football, being outdoors, SciFi movies, going to McDonald's, reading Diary of a Wimpy Kid,

Dislikes: Girly girls, people with attitudes, sitting about doing nothing, KFC, Disney films



Avatar: Marty

Name: Peter Rington

Username: [potterking202](#)

Age:11

Lives: Edinburgh

Likes: Science, Minecraft, playing computer games, playing with Lego, solving puzzles, eating Kit Kats, going round to play with friends, using his tablet

Dislikes: Aggressive sports, Clara Bosworth in P7/6, card games, tennis, getting wet



Avatar: Trinkle

Name: Larissa Lune

Username: [spaceunicorn34](#)

Age:11

Lives: Martlegate, Yorkshire

Likes: Sorting her friend's hair, playing with makeup, shopping for clothes, going into town with friends, playing her guitar, being in a band with her friends, Rom Coms

Dislikes: Action films, loud annoying boys, eating fish, clowns



Avatar: Fleece

Name: Cassy Beldrum

Username: [marvelqueen@s.lee](#)

Age:11

Lives: Kinghorn, Fife

Likes: Skatboarding, toy fighting with her twin sister, Marvel comics, Marvel films, collecting stuff, joinery with her dad, riding on her bike

Dislikes: Girly girls (unless it's Casey J, BFF), junk food, people who are excessively neat, girls who squeal when you put worms down their backs

Who's Who? Activity Resource 1b

Who's Who? Resource 1b

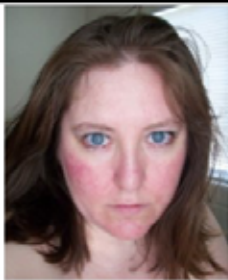


Justin Harvey

Username: [thegrindmonkey#21](#)

Arrested four times for assault on women in the Yorkshire area, with a history of preying on vulnerable people in his local area. Has been cautioned by the police for previous unlawful use of the internet. Currently released on bail pending investigation by the Yorkshire police.

This photo, "Two Distinct Sides on his Face" is copyright (c) 2009 Julien Haler and made available under a Attribution-Noncommercial-Share Alike 2.0 license

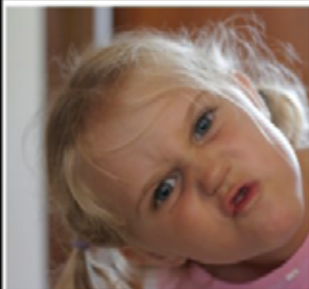


Cassy Beldrum

Username: [potterking202](#)

Alongside her husband, Norman Beldrum, Cassy works hard to blackmail children on the internet to give out personal information about themselves. Cassy and her husband then sell this information on to other people they know for large sums of money.

This photo, "Making Silly Faces" is copyright (c) 2010 Alisha Vargas and made available under a Attribution-Noncommercial-Share Alike 2.0 license

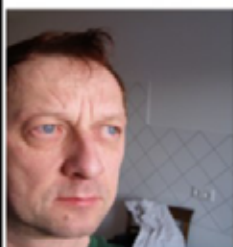


Larissa Lune

Username: [spaceunicorn34](#)

7 year old Larissa likes to play on the internet using an older age so she can play games that she normally couldn't if she gave her real age. She is not allowed to go into town on her own and her parents don't know she has a Skweezer account.

This photo, "Funny Faces 4" is copyright (c) 2008 J Aaron Farr and made available under a Attribution-Noncommercial-Share Alike 2.0 license



Norman Castle

Username: [marvelqueen@s.lee](#)

Norman has found it difficult to make friends with people his own age (48) and has created a Skweezer account to meet with younger people. He enjoys making friends with children online and has a number of other friends of similar ages to yourself. He keeps in regular contact with them all. He is a law-abiding Post Office worker.

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Who's Who? Activity Resource 2



Logo



App Icon