

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teacher's Resource: Shorts for Middle Ones

First and Second Level

Created by James Miller, Gill Paton, Ian Cameron, Lindsey Law and Helen Appleyard

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

[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) 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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## Shorts for Middle Ones 2015

In this package of short films you'll discover a space age delivery man, an excitable robotic dog, the short friendship between a frog and a butterfly and the benefits that art can bring to real life. For five of the films we have some great resources, background information and a series of class activities for both before and after your film experience.



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## **Katakroken**

Dir: Jaime Maestro  
Spain 2014 / 7m22s

**Activities created by James Miller**

## **Synopsis**

This short film centres around the conflict between two primitive cave-dwellers. One is a giant yet gentle pink yeti-type and the other a grungy black and white thug. What begins as a traditional Tom and Jerry style chase, develops into a deeper metatextual take on conflict, as our big pink fella can't help but see the art in his surroundings.



## Before the film

Many examples of famous art appear throughout the film that might be missed by the children, so it would be useful to look at these beforehand. The film would then still be an enjoyable romp, but with the added bonus of children recognising the works on show. Below is a list of some of the artists featured:

- The film opens with a hilarious in-joke about the botched restoration of a Spanish fresco by elderly parishioner Cecilia Gimenez. Here is a link to the BBC article on it:  
<http://www.bbc.co.uk/news/world-europe-19349921>
- Keith Haring
- Andy Warhol
- Claude Monet
- Joan Miro
- Roy Lichtenstein
- Rene Magritte
- Salvador Dali
- Vincent Van Gogh

This is not a definitive list, but it will get you started!

### Activity 1 – Keith Haring

Keith Haring (May 4, 1958 – February 16, 1990) was an American whose art reflected the New York City street culture of the 1980s. His artwork was often political and looked at concepts of birth, death, sexuality and conflict.

Look at some examples of his work- this website is particularly useful.

<http://www.haring.com/!/introduction>

Be extremely careful when selecting images of Haring's work, as some pieces are highly unsuitable for use in the classroom.

Focus on the brightly coloured figures (around 1988) and the untitled heart piece from 1987.

Haring is most known for the use of simple, thickly outlined figures in a range of bright contrasting colours. Have the children decide on poses they feel reflect an emotion or feeling. As a challenge, you could give them a feeling to work with. This could be individually or in a group. Children will then work at transferring the pose into a Haring style stick man. You may wish to have the children photograph the pose, then print it out to trace/convert into the correct style. Remind children there is to be no detail and that the outline should be thick. The children should augment the figure with lines around it and then colour in bright contrasting colours.



## Activity 2 – Andy Warhol

Andy Warhol (August 6, 1928 – February 22, 1987) was an American artist in the Pop Art movement. His works explore the relationship between artistic expression, celebrity culture and advertisement that flourished by the 1960s. Look particularly at the different *Campbell's Soup Cans*: [https://en.wikipedia.org/wiki/Campbell%27s\\_Soup\\_Cans](https://en.wikipedia.org/wiki/Campbell%27s_Soup_Cans) and the Marilyn Monroe prints.

One of the reasons he chose these subjects to create art from is that the people of America at the time would instantly recognize them and his work would connect with a mass audience. Have the children think about famous brands that everyone knows about. Children could bring something in from home to do a tight analytical drawing of.

Have children think of the biggest celebrities they know and, at home, encourage them to find a decent sized headshot of them in a magazine or newspaper. Have them ensure their image has enough of a shadow/contrast to make tracing it easier. Have some of your own to pre-empt difficulties. With tracing paper, trace their image 4 times. Paint/colour the shadowed areas in one colour and fill in the rest with another colour/s. Each of the four tracings should be in different colours. Compile the four quadrants into one poster sized piece of work!

## Activity 3 - Roy Lichtenstein

Roy Fox Lichtenstein (October 27, 1923 – September 29, 1997), like Warhol, was an American Pop Artist. Comic strips were extremely popular and these inspired his art. Look at some examples of his work, particularly:

- *Whaam!* <https://en.wikipedia.org/wiki/Whaam!>
- *Drowning Girl* [https://en.wikipedia.org/wiki/Drowning\\_Girl](https://en.wikipedia.org/wiki/Drowning_Girl)
- *Oh, Jeff... I love you too... but...*  
[https://en.wikipedia.org/wiki/Oh,\\_Jeff...I\\_Love\\_You,\\_Too...But...](https://en.wikipedia.org/wiki/Oh,_Jeff...I_Love_You,_Too...But...)

These are prime examples of his work. Look closely at the size of these canvases - they were huge! Have a selection of comic books laid out. Children should select a page and in particular a frame they really like. Encourage them to choose one with speech bubbles or lettering. Children will then scale up these images to a much larger size. This is a complicated task for some children. You might want to fold the original and the larger paper into 8 bits, so children have to focus on just a smaller area at a time, rather than the full image. Lichtenstein famously used Ben-Day dots in his work. In comic books, this printing process was used to save on ink; widely spaced magenta dots gave the optical illusion of an area coloured pink for example. Children might wish to fill an area with Ben-Day dots, which could be achieved by using cotton buds.

These are some examples of activities based on just three of the artists featured in *Katakroken*. Feel free to explore further works on the artists that feature in the film - make that pink cavemen proud!



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## **Deux Amis (Best Friends)**

Dir: Natalia Chernysheva  
France 2014 / 4m02s

### **Activities created by Gill Paton**

*CFE Literacy/English/ Science/Expressive Arts For First Level P2 -4*

*Deux Amis* was created by animator Natalia Chernysheva, who made the memorable *Snowflake (Snejinka)*, shown in *Shorts for Wee Ones*, Discovery Film Festival 2014. *Deux Amis* is Natalia's graduation film and was an award winner at the Cinanima Festival.

To view the trailer, click on: <http://cher-nata.blogspot.co.uk/>

## **Synopsis**

A seemingly simple tale of friendship starts when a tadpole rescues a drowning caterpillar. But can their friendship survive metamorphosis?



## Before the film

Discuss friendship – does anyone have a good story of how they first met a friend?

Revise life cycles – particularly butterflies and frogs.

Resources available at: <http://www.teachingideas.co.uk/science/lifecycleofafrog.htm>

<http://www.teachingideas.co.uk/science/lifecycleofabutterfly.htm>

## After the Film

Discussion points:

- What happened in the story? Sequence the events – why did the caterpillar fall into the water?
- What happened next?
- 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 – Who Eats their Friend?

Recap the events of *Deux Amis*. Why does the frog eat the butterfly? Do pupils think he will ever realise what he has done? How will he feel? Is this natural behaviour for frogs?

Explore the concept of food chains at:

[http://www.makemegenius.com/science-videos/grade\\_4/Food-Chains-and-Food-webs-for-kids](http://www.makemegenius.com/science-videos/grade_4/Food-Chains-and-Food-webs-for-kids)

Is it natural for animals to be friends? Discuss the pupils' pets. Are there any unlikely friendships? Watch the freeview advert with the cat and the budgie at:

<https://www.youtube.com/watch?v=Mp8-jlTevuw>

Why is the owner surprised? Why do you think we want animals to be friends? Discuss.

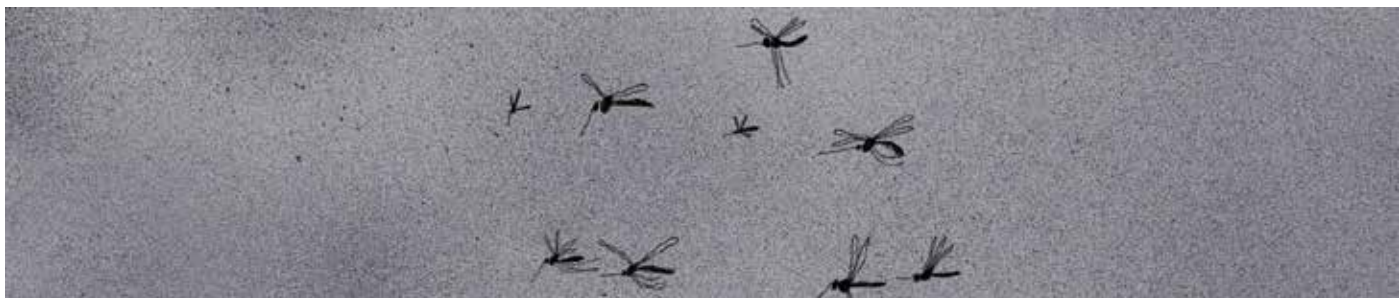
*I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a*

*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*

*I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. SCN 1-02a*





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## Activity 2

Natalia Chernysheva has a very particular style – she uses very little colour and the bare minimum of background. This allows the viewer to concentrate on the story and gives her work a very distinctive look. Explore her art at: <http://cher-nata.blogspot.co.uk/>

Choose an image or a still from a trailer. Allow pupils to either copy it or create their own picture in her style. Pastels and charcoal will give that soft, shadowy look that characterizes Chernysheva's work.

*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*

## Activity 3 - A Twist in the Tale

Recap the story. Did we expect the frog to eat the butterfly? This was a twist in the tale – an unexpected event. Explore other stories with a twist – try Roald Dahl's *Revolting Rhymes* or *Dirty Beasts*, Neil Gaiman's *The Sleeper and the Spindle* or *The True Story of the Three Little Pigs* by Jon Scieszka & Lane Smith.

The BookTrust has further suggestions at:-  
<http://www.booktrust.org.uk/books/children/booklists/221/>

The following **Worksheet** on twists in the tale would be best done in pairs.

*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*

*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*

# Worksheet

Twist	It would fit this story
<i>The princess doesn't want to be rescued.</i>	
<i>The wolf turns out not to be a baddie.</i>	
<i>The step-mother helps her step-daughter become a queen.</i>	
<i>The prince doesn't want to kill the dragon.</i>	
<i>The youngest son is lazy and doesn't want to rescue a princess.</i>	
<i>The girl manages to spin gold by herself.</i>	
<i>A castle in the sky isn't home to a giant or a golden goose...</i>	

Now choose one of these ideas. Storyboard your plot. What happens after the twist?



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## Lila

Dir: Carlos Lascano  
Argentina 2014 / 9m

**Activities created by Ian Cameron**

## Synopsis

Lila is a girl who creates and manipulates the world around her using her sketch book. She uses her sketches to influence the world around her to her own amusement and to the benefit of others. This is a beautifully clever short film which combines live action and animation to tell the story. As Lila wanders through her world she adds to the scenes she passes by sketching in her drawing pad and the holding it up in front of her to enhance the scene with her drawings. These seem to have a small magical effect on the people that she observes as they change their behaviours according to her images. It becomes apparent the themes dealt with are loss of loved ones in the final scene, opening up questions about how Lila has dealt with the loss of her parents.



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## Before the Film

### 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, story books or comics where both are used? (See **Activity 1**)
- When you are drawing, what do you think about?
- Can you think of a time when you used your imagination to change the world around you? Did objects become something else? Did you change an ordinary location into something special or magical?

The next questions should only be used if you know your class well

- Have you ever lost someone special?
- How did you feel?
- Can you give examples of ways of remembering them?



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## Activity 2 – Making Connections

Watch the video for a-ha's song *Take on Me* (<https://www.youtube.com/watch?v=djV11Xbc914>), the short film by Stuart Blackton entitled *The Enchanted Drawing* (<https://www.youtube.com/watch?v=HczGiAoeLGw>) and the clip from Ray Harryhausen's *Jason and the Argonauts* (<https://www.youtube.com/watch?v=IXmRuJByoVs>). Remember to watch ALL clips before showing them to your pupils as it is important that you are sure the clips are appropriate for your class. Before watching ask the pupils to think about differences and similarities between the three film clips. Notes can be made in a jotter on scrap paper.

After watching the three clips ask pupils to share three similarities with a shoulder partner. These can then be shared with the class and written on the Black/Whiteboard. Answers might include: they all have live action and animation, each one deals with fantasy, they all have music, they all have male characters, they all look old etc. This can then be repeated with differences. Answers might include: two use line drawing while one uses clay models, two are in colour and the other is black and white, one has no speaking the others do etc. If using co-operative learning strategies you may want to use shoulder and face partners.

Now tell the class the age of the films: *The Enchanted Drawing* – 1900, *Jason and the Argonauts* – 1963, *Take on Me* - 1985.

Possible discussion points with shoulder/face partners:

- Which did you prefer and why?
- Which would be the easiest/most difficult to make?
- Why does *The Enchanted Drawing* not use voice?
- How do these compare to modern animations that you can think of? Why?

Then ask pupils to design a new character for one of the film clips. The character must be a “good fit” for the film and make sense with the style and feel of the original film clip.

*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*



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## After the film

### Activity 3 – Altering Reality

**Materials:** Worksheet 1a+b (printed in colour or black and white), tracing (or thin, white) paper, pencils, glue

Using the supplied pictures below, pupils should work in pairs or small groups to come up with suitable additions to the pictures. They should use the tracing paper to trace part of the scene then add their ideas on top e.g. tracing part of the seascape and beach in front of the boys in “Against the Wind” could allow a pupil to draw in a giant blowing towards them, or they could trace part of the window pane in “Look Out” and add a small figure or butterfly sitting on the sill. The pupils should be encouraged to come up with as many different ideas as they can before they decide on the best ideas as a group. If completing the task in co-operative learning teams, each pupil should have at least one idea used in one of the four photos. When finished, the chosen pictures/additions should be cut out and stuck down.

Extension:

Using a digital still camera and sketches, pupils could create their own scenes by holding up their sketches (e.g. different hats) and taking pictures of their peers. This link can be used as inspiration:

<http://geekologie.com/2014/02/guy-spends-commute-drawing-cartoon-heads.php>

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

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

# Worksheet 1a



This photo, "Against the Wind" is copyright (c) 2012 Vinoth Chandar and made available under a Attribution-Noncommercial-Share Alike 2.0 license



This photo, "Old People Looking" is copyright (c) 2011 Jared Wong and made available under a Attribution-Noncommercial-Share Alike 2.0 license

## Worksheet 1b



This photo, "Look There!" is copyright (c) 2011 Peter Rowley and made available under a Attribution-Noncommercial-Share Alike 2.0 license



This photo, "Look Out" is copyright (c) 2014 Alexandre Normand and made available under a Attribution-Noncommercial-Share Alike 2.0 license





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## Activity 4 – Using Colour

Before asking the pupils to watch the film for a second time, prime them to look for the colour red and where it is used. A mind map could be created on a blackboard/whiteboard to show associations that the pupils have with the colour red.

Watch the film again: <https://www.youtube.com/watch?v=sUy6WJL7wV8>

Remind them that a director, just like an author, makes careful decisions about everything that goes in a film. This includes the music, the characters and the colours.

Ask the pupils to work with a partner to describe the colours used in the film and how these contrast with the red of the dress and the flower. Ask them why they think the director has used such a vibrant red in the film. Answers could include: Because she is the main character, to make Lila stand out, because it is a warm colour, to show she is the girl in the end scene etc. as long as they can justify their answer within the context of the film there are no wrong answers.

As an extension activity pupils can then create their own scene using cool colours (pastels?) for a background, and warm colours for their chosen character.

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

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



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## Mr Hublot

Dir: Laurent Witz

Luxembourg/France 2013 / 11m48s

### Activities created by Lindsey Law

## Synopsis

Mr Hublot lives in a world where characters made partially of mechanical parts, driving huge vehicles, rub shoulders with each other. A world where the giant scale of machines and the relentless use of salvaged materials reign supreme.

A withdrawn, idiosyncratic character with OCD, Mr Hublot is scared of change and the outside world. His solution: he doesn't step foot outside his apartment! The arrival of the dog Robot Pet will turn his life upside down: he has to share his home with this very invasive companion...

### Teacher's Notes:

This film is a visual treat, full of exceptional detail which tells the non-verbal story. This is an extremely appealing film which has already won 35 awards during 2013-14 across the world, culminating in an Oscar at the 2014 Academy Awards for Best Animated Short Film. Not only is this a delightful and unusual film it also covers the CfE subject areas of Technologies, Literacy, English, Expressive Arts and Health & Wellbeing.



## Before the film

Trailers for the film are available at: <http://www.youtube.com/watch?v=NbHYMGkX6Ro> and <http://www.youtube.com/watch?v=s3PUqY6HI20>

The trailer, like the film has no dialogue and is accompanied by music. The film itself has an accompanying song in English but relies largely on the visual content to convey the story in all its nuances. The children should be encouraged to become Visual Detectives and see how many clues they can observe and collect to draw their conclusions about Mr. Hublot and his life. A poster of the film is included in the pack to provide further clues.

Encourage the children to make predictions based on the trailers they have watched and the poster they have studied. The class may wish to record the predictions on a large sheet of paper along with supporting statements listed as Clues.

- What kind of person do we think Mr. Hublot is?
- Where do we think this film might be set? Describe the clues you have collected to support your answers.
- Does this film remind you of anything you have seen before?

*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*

*I enhance my learning by applying my ICT skills in different learning contexts across the curriculum. TCH 3-4a*

*Throughout my learning I can make effective use of a computer system to process and organise information. TCH 4 -4a*



## After the Film

Discuss the predictions made prior to having seen the whole film and compare this to what is now thought. Create a comparative list of conclusions on another large sheet of paper.

### Points for discussion

How many of our predictions were correct? What clues helped us to make these? List the answers on a separate sheet putting the clues next to the answers.

What did you think would happen when the robot dog grew too large for the apartment and then broke? Was the ending predicted or were there surprises? Do you think there had been clues which were overlooked? The children may wish to revisit the trailers to check this.

*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

The style of the film could be described as Steampunk. Films which have some elements of Steampunk are the *Flying Boat in Stardust* (PG), *The Golden Compass* (PG) and *Around the World In 80 Days* with Jackie Chan (PG).

Why do you think the film maker has chosen this style to represent the Mr. Hublot and his life of unchanging routine at the beginning of the film?

Viewing the YouTube clip *Amazing Mr Hublot animation test* will clearly demonstrate the importance of setting and detail.

A song was written to describe Mr Hublot. It describes his life when we first meet him. Is this still the case at the end? The children may wish to devise new verses which bring the song right up to date (**Appendix 1**).

*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**

*Having explored the elements which writers use, I can create texts in different genres by: integrating the conventions of my chosen genre successfully and /or using convincing and appropriate structures and/or creating interesting and convincing characters and/or building convincing setting which come to life.* **ENG 3-31a**



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## Literacy/ICT Activities

This short film is an ideal stimulus for some animation activities. Starting with short simple tasks, the children could work towards producing their own stop motion animations.

### Activity 1 - What is animation?

Discuss with the children what an animation is. Introduce the idea that it is a series of pictures which are then displayed so quickly it gives the illusion of movement. Brainstorm some of the favourite animations/animated characters and discuss what they like or dislike about them. It would be a good idea to let the class see some of the early examples of animated films such as *Steamboat Willie* and discuss how technology has advanced to the animations we are now all familiar with which are produced using computers such as *WALL-E*, *Despicable Me* and *UP*. Discuss the differences between early and current animations e.g. lack of sound, colour, texture. Does this make the film less enjoyable? Can we still understand what is happening?

### Activity 2 - Flip books

Flip books are an excellent way to introduce the concept of how the illusion of a moving picture works. It also demonstrates the speed at which an animation moves (minimum of 12 frames per second). The children will quickly realise that lots of pictures are required to create even a basic flip book. Simple ideas such as a bouncing ball or stick figure walking are easily produced using post it notes or squares of paper stapled together. A flip book can work from front to back or back to front with each image only changing slightly from the one which precedes it. Once the children have experimented with simple ideas, they can then let their imaginations run free!



### **Activity 3 - Story Boards and Simple Animation**

Working cooperatively in small groups, the children could devise and create ideas for an animation using simple objects, preferably something recycled. By using a storyboard or comic strip layout the children could plan the sequence of animation. Children are encouraged to draft a simple written script which will support the process and sequence of the initial storyboard. Using a selection of readily available assorted objects the children could create their own characters to make an animation feature. The children could then decide on the appropriate music to accompany this piece.

*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***

*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 can investigate how an everyday product has changed over time to gain an awareness of the link between scientific and technological developments. **TCH 2-01b***

*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***

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

*Representing my class, school and/or wider community encourages my- self worth and confidence and allows me to contribute to and participate in society. **HWB 0-12a/ HWB 1-12a/ HWB 2-12a/HWB 3-12a/ HWB 4-12a***

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



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## Useful Resources

Some useful video clips of flip books:

This is a flip book tutorial by Amy Pearce lasting 4mins 38 secs:

<http://www.youtube.com/watch?v=3LG4OSk1gE0>

This is an example of a simple flip book animation by Nuradila Sakirani:

<http://m.youtube.com/watch?v=Z6OhRKyfH0>

<http://www.youtube.com/watch?v=FH97UerMW6I>

For more information on I Can Animate 2 please see:

<http://www.kudlian.net/products/icananimatev2/Home.html>

# Mr Hublot - Appendix 1

## “Mr Hublot”

**Music and vocals:** LI-LO\*

**Ukulele, Bass:** STANY LECHARLIER

**Percussions:** HUGO ADAM

Mr Hublot is a single man  
Mr Hublot, has a robot pet as only friend  
Too bad for him

He likes complain  
But every day is really the same  
as he used to live the day before  
Too bad for him

He won't sleep until he checks the door one time more than the day before  
Hey Hublot I think you forgot to turn the key once more  
His life is monotony  
He does some tidying up  
He often plays Monopoly with his poor dog  
Too bad for him

Mr Hublot is a single man  
Mr Hublot, has a robot pet as only friend  
Too bad for him  
He likes complain  
But every day is really the same  
as he used to live the day before  
Too bad for him

The most part of the day is spent by switching on and off the lamp  
You cannot stand no little noise  
Neither surprise  
You're paranoid  
You hate that empty box of milk  
That force you to go to the store  
There's no place left in your habits  
For friends, passions or more  
At least you have little Puppy  
To escape time to time from your tragedy  
Too bad for you!





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## Johnny Express

Dir: Kyungmin Woo

South Korea 2013 / 5m27s

**Activities created by Helen Appleyard**

## Synopsis

In the year 2150, Johnny, a lazy Space Delivery Man, must deliver a package on a planet he does not fully understand. When the spaceship arrives at its new destination all he has to do is simply deliver one tiny package on this new planet. However his latest delivery doesn't go as planned. The planet is so small it takes him only 5 minutes to circumvent it looking for anyone to deliver to. While his problems are small, on a much smaller scale the residents of the planet have some very big problems.

The action cuts quickly between Johnny's frustration in looking for but not finding the alien to deliver the package to and the chaos he unknowingly creates on the planet. This short film is full of slightly dark humour and dramatic sequences - be prepared for a shock ending.

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## Before the film

There is no trailer available for this film. However, part of the joy of the film are the surprises which occur throughout. Before visiting the cinema you can use the following images to introduce the film and the main character.

Ask the children to predict what might happen in the film.

What type of film do they think it will be?

## Discussion Images & Question

### Image 1



What planets do you think Johnny visits?

What does he deliver?

### Image 2



What type of person do the children think Johnny is?



## After the Film

The full film can be re-watched here <https://youtu.be/uRtd2-58FK0> or <https://vimeo.com/94502406>, making it possible to pause at important moments.

## Discussion Questions

What did the children think was going to happen during the film? Did the ending shock them? Do they think Johnny noticed what he did to the planet? What will he do next? What will happen to the alien on the drinks can? What was in the parcel?

## Activity 1

This film's shock ending can be the starting point for a discussion about taking care of our own environment. An initial focus could be on the litter that Johnny drops which causes as much destruction as Johnny himself.

The children could investigate how rubbish left behind affects their local environment and what they can do to help. A good information site for teachers is the RSPCA site which documents what happens to animals when rubbish is left behind:  
<http://www.rspca.org.uk/adviceandwelfare/litter>

Another site which encourages children to reuse and recycle can be found at  
<http://www.recyclenow.com/recycle/school/primary-school-resources/busta>

The children could produce posters and information sheets about looking after our environment by having less litter or even create a campaign in school to pick up and recycle litter.



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## Activity 2 - Character

Looking at one of the three C's of film (Character, Colour and Camera) this task focuses on the character of space deliveryman Johnny.

- What did the children think about Johnny before the film?
- What do they think about his character after they witness what he did and how he did it?

Having discussed Johnny's character the children could either continue the story seen in the film by deciding what happens next to Johnny or the tiny purple alien.

Alternatively they could create a completely new story starting when Johnny delivers his next parcel on a new planet. Using their imagination the children could design a new planet and write about what happens to Johnny there; for example, maybe his next visit could be to a planet of giants where he is the one in danger being the smallest thing there.

*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*

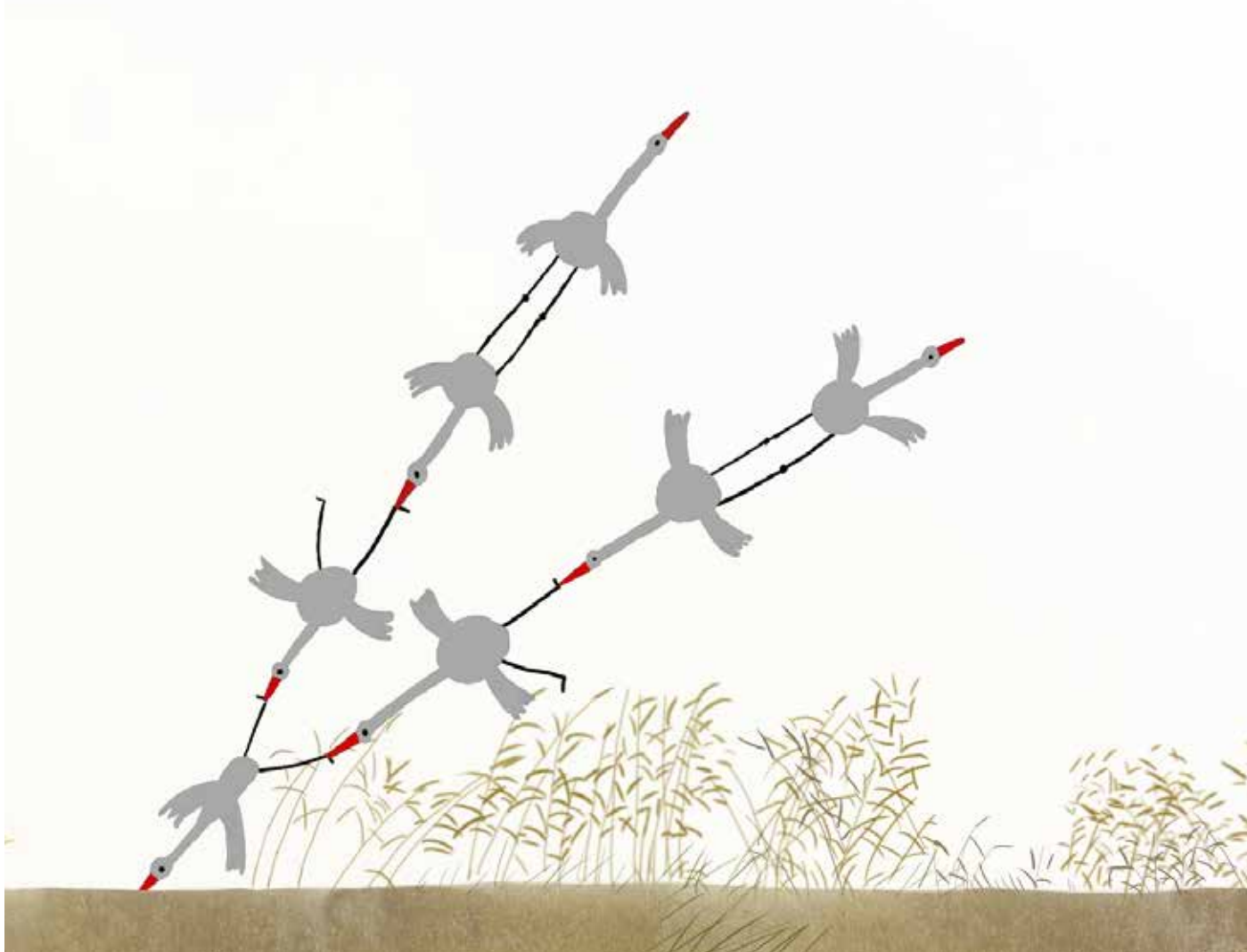
## Follow-up activities

The film uses many classic disaster movie scenes. The children could compare this short film with other disaster style movies or cartoons such as Independence Day or Monsters V Aliens (depending on the age of the children) and list their similarities to Johnny Express as well as looking for characteristics of this genre of film.

Information on a variety of films can be found here:

[http://www.filmeducation.org/resources/film\\_library/getfilms.php?id](http://www.filmeducation.org/resources/film_library/getfilms.php?id)

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



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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)