

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival for Young Audiences



## Teacher's Resource: Room on the Broom & Other Bewitching Tales

Early Years, Levels 1 & 2

Created by Gill Paton

Discovery Film Festival: Sat 19 October - Sun 3 November 2013  
[discoveryfilmfestival.org.uk](http://discoveryfilmfestival.org.uk)

# DCA

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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

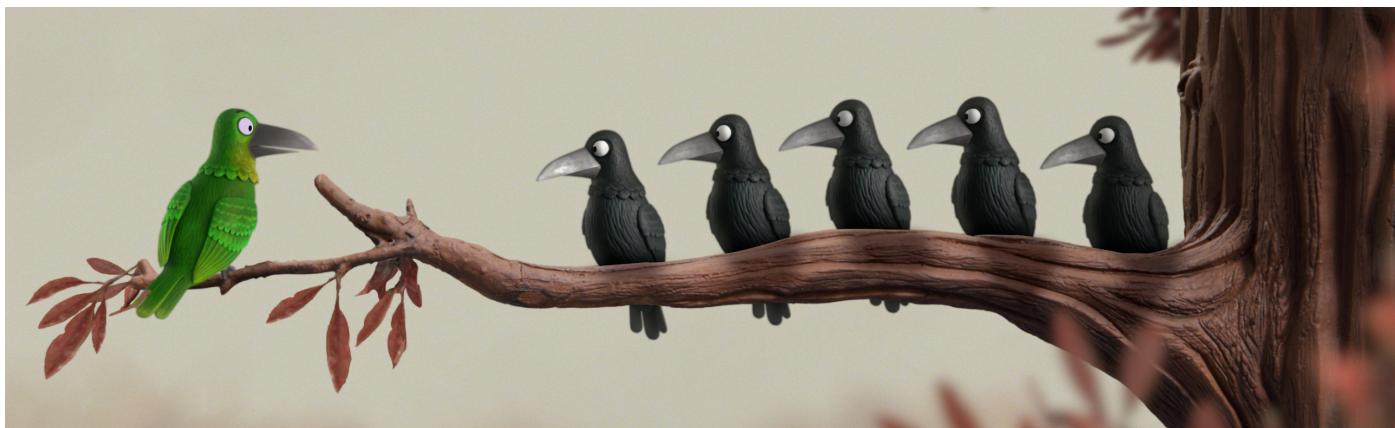
Each resource is free and available to download from [www.discoveryfilmfestival.org.uk/resources](http://www.discoveryfilmfestival.org.uk/resources) or via the Discovery Film Festival area on GLOW, which can be found within the Dundee 21st Century Literacy Group.

*Room On The Broom*: Curriculum for Excellence  
Literacy/English/ Health and Wellbeing/Expressive Arts

We do hope that you find this useful and enjoy your cinema experience with us,

- Discovery Film Festival team





## Room on the Broom & Other Bewitching Tales

Dir. Max Lang & Jan Lachauer

UK 2012/ 25m

### Synopsis

*Room on the Broom* is another magical rhyming tale from Julia Donaldson. A witch and her cat fly over the woods searching for her lost hat. As they travel, they meet lots of animals who are keen to join them. But is there such a thing as too many friends? Just how many animals can one broomstick hold?

You can visit the film's official website at [www.roomonthebroom.com](http://www.roomonthebroom.com).

### Before the film

#### Literacy Activity: discussion and watching the trailer

Before even mentioning *Room on the Broom*, discuss witch stories with the class. What books or films do they appear in? Make a class list. What are these witches like? Make another list of characteristics and actions we associate with witches. Finally, ask learners to draw their impression of a witch.

Some of your class will be very familiar with both the book and video of *Room on the Broom*. But for activity 1, there is no need to refresh their memory by reading the book beforehand – save that for later!

Watch the trailer at: <http://roomonthebroom.com/film/>

*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



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## After the film

### Discussion points:

- What happened in the story? Sequence the events – can learners name the animals on the broom in order?
- Which bits of the film were funny? Which were scary?
- Does anyone have a favourite animal?

*I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. **LIT 0-01b / LIT 0-11b***

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





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### Activity 1 – A Stereotypical Witch?

Review the list of witch characteristics made before viewing. Which ones fit the witch in *Room on the Broom*? In what ways is she not a typical witch? If desired, learners can complete worksheet one.

*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*

# **Room on the Broom – Worksheet 1**   **Name** \_\_\_\_\_

## **The same – but different**

**Lots of stories show witches looking and behaving in a certain way. Write or draw the ways the *Room on the Broom* witch is the same as other witches and ways she is different.**

**Same**

**Different**





## Activity 2

One of the main characteristics of the witch is her friendliness. Ask learners why they think she is like that. Is she lonely? Or does she just like having lots of friends? Do learners think it a good idea to have lots of friends or would they prefer to have just one? If the witch had to choose just one of the animals, who would she choose? Why?

Ask learners to write about their friends. Do they have a best friend? Or do they prefer lots of friends? Why do they like their friends?

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

*Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-26a*

*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 value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 0-14a / HWB 1-14a*

*I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 0-44a / HWB 1-44a*



### Activity 3

There is a lot of competition to be the witch's friend. Read the story or watch the film again and make a note of how each animal tries to be her friend (e.g. the dog finds her hat, claims he is "as keen as can be", and carries the cauldron on the broomstick.)

Ask learners to choose one of the animals and design a poster, advertising their friendship qualities. The cat may be a challenge as he is there at the beginning of the story and does not have to ask to sit on the broom. What qualities might he have?

*I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. LIT 1-24a*





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#### Activity 4

Watch the story again, paying particular attention to the other animals' reactions each time somebody new asks to join the group. Why are they not keen to have new members? How does that feel?

In the gym hall, play a game of “find someone who..” (ie. ask learners to find someone who has the same number of brothers and sisters or the same house number.) This game can be extended by asking “find everyone who has the same..” Afterwards, discuss the game with the class. How does it feel to be left out? Discuss this with regards to playtime. Is there a way of including everybody? If this is an issue with your class, discuss how this could be overcome – what games can everyone join in?

*I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 0-14a / HWB 1-14a*

*I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 0-44a / HWB 1-44a*



## Activity 5

Reread *Room on the Broom*. By this stage, the learners should be very familiar with the story. Pause at the rhymes and see if the class can fill in the blanks. Learners whose phonics work is up to it can attempt the rhyming words activity on worksheet 2.

*I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.* **ENG 0-12a / LIT 0-13a / LIT 0-21a**

*I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression.* **ENG 1-12a**



## Worksheet 2: Room on the Broom Rhyming Activity

Name \_\_\_\_\_ Date \_\_\_\_\_

Using coloured pencils, colour each pair of matching words the same. You will need 8 colours.

cat

cloak

be

jaws

hat

bog

me

paws

around

blew

shriek

croak

frog

flew

beak

found



## Activity 6

The film of *Room on the Broom* has lots of sound effects. Look at the words on worksheet 2. They are all sound words. Ensure learners are familiar with all the words before starting activity. While watching the film, ask learners to draw something that makes that noise. (Putting on the subtitles will help as all these words appear!)

*I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write. **ENG 0-12a / LIT 0-13a***

*I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a***



## Worksheet 3: Room on the Broom

Name \_\_\_\_\_ Date \_\_\_\_\_

### Sound Words

Draw something that matches each sound.

thud

creak

splutter

hiss

scratch

bleat

croak

pop



## Activity 7

If the witch doesn't match the stereotypes of other witches, the dragon certainly matches his! He really is quite scary. However, he is defeated by the witch's friends working together to create an even scarier monster. What else might scare a dragon? Ask learners to design a "dragon scarer". It could be a new monster or a machine ... or something else! Ask learners to label their design.

*I have the freedom to discover and choose ways to create images and objects using a variety of materials.* **EXA 0-02a**

*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 8

The witch's new broom is a marvel! Each animal has the perfect perch for them. Ask learners to design a broom for other animals (if you wanted to make this really challenging, ask learners to design for animals of your choosing rather than theirs).

*I have the freedom to discover and choose ways to create images and objects using a variety of materials.* **EXA 0-02a**

*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**

## Follow up

Check reviews of *Room On The Broom* at: [http://www.imdb.com/title/tt2484120/?ref\\_=sr\\_1](http://www.imdb.com/title/tt2484120/?ref_=sr_1)

Find other resources at: <http://roomonthebroom.com/activities/>





## Macropolis and *Les Fables en Délire*: La poule, l'éléphant et le serpent

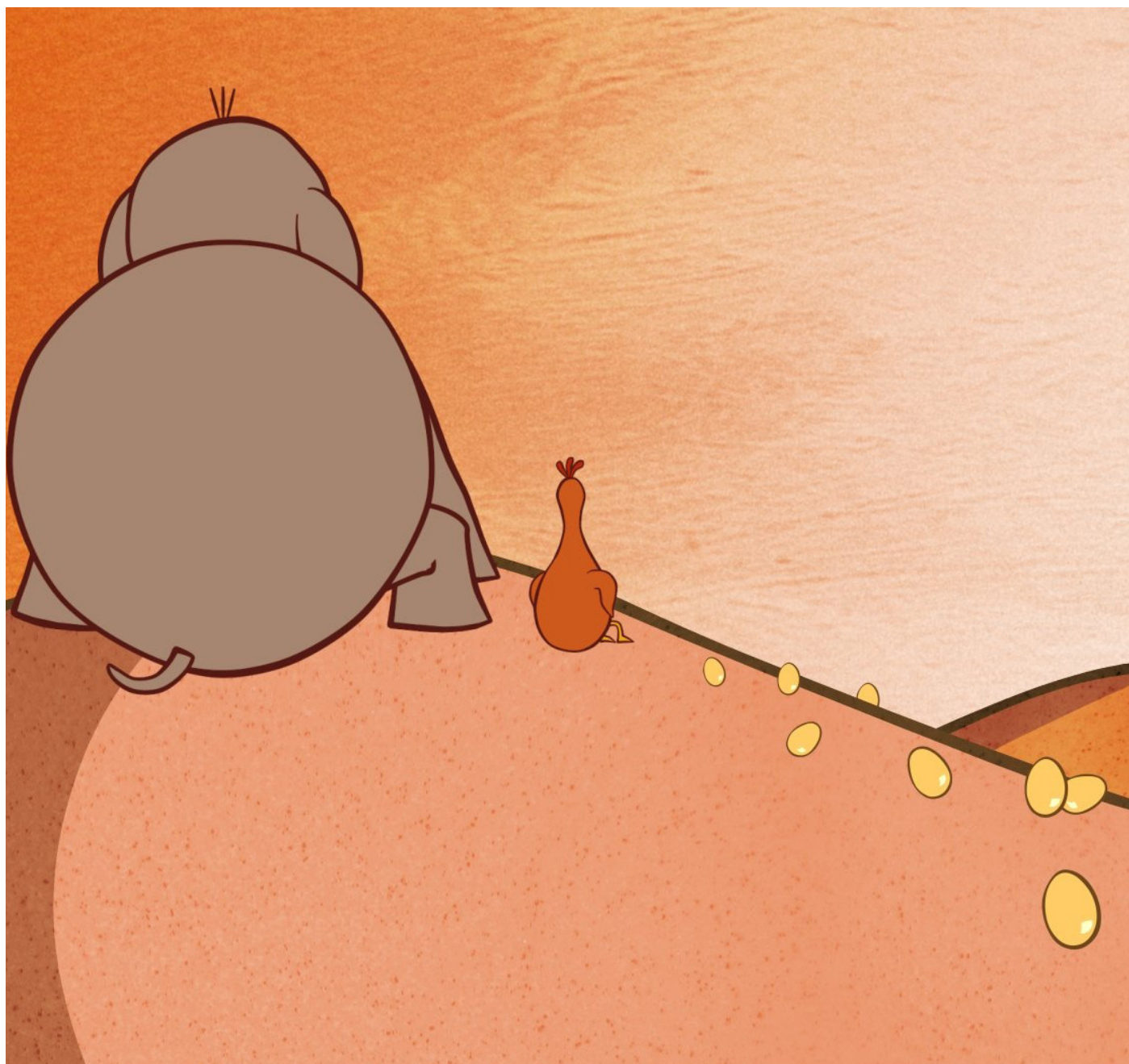
To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. **LIT 0-07a / LIT 0-16a**

To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. **LIT 1-16a**

These outcomes are always a little tricky to tackle in class. Not all learners have knowledge of the same texts. Identifying the purpose of texts is easier if learners experience several texts with the same theme.

After your visit, use *Room on the Broom*, *Macropolis* and *Les Fables en Délire* to explore the theme of friendship. In *Room on the Broom*, the witch's friendliness to everyone she meets contrasts with the hostility shown by the cat. Why are some friendships like that? In *Macropolis*, the toys bond over their disabilities and form a friendship though they are rejected by others. The unlikely pairing in *Les Fables en Délire* means the hen and the elephant can defeat the snake – together they are stronger. Can learners spot the similarities between the films? What can we learn about our own friendship groups? What do these films tell us about working together?





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*Les Fables en Delire* can be found at: <http://www.youtube.com/watch?v=cLclgp-frik> and a trailer for *Macropolis* can be found at [http://www.youtube.com/watch?v=ceB\\_Vjd-i8A](http://www.youtube.com/watch?v=ceB_Vjd-i8A) for classroom use. These images may also be useful to aid discussion.

This discussion activity will also help learners explore these outcomes for Health and Wellbeing:

*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 0-05a / HWB 1-05a**

*I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.* **HWB 0-10a / HWB 1-10a**



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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)