

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: **Shorts For Middle Ones – Fox For Edgar**

Second Level | Created by Sonia MacEwan

Discovery Film Festival: Sat 22 October – Sun 6 November 2022

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SCOTTISH
EDUCATION

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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:
<http://www.discoveryfilmfestival.org.uk/resources>:

Fox For Edgar (Fuchs für Edgar)

Dir: Pauline Kortmann

Germany 2021 / 7m43s

No dialogue



Fox For Edgar (Fuchs für Edgar)

Synopsis:

Edgar is not getting a lot of attention and affection from his parents, as they prefer spending time with their smartphones and laptops than with their son. In the forest, a fox helps lonely Edgar until his parents suddenly get a wake-up call.

Introduction:

I thoroughly enjoy using film in the classroom as a 21st century text to engage learners in literacy. I find shorts particularly useful as they can be revisited several times and watched for different purposes each time. This is a beautiful animation that raises the social issue of addiction to technology and the effect on families. This is an excellent film for developing inferential skills, as it contains many examples of symbolism, which can be explored through discussion in the classroom. It makes good use of colour to communicate feelings to the audience and the effect technology is having on the family. It's interesting how the animator has chosen to sketch the parents, as though they are not fully there, only giving them a firm presence once they reflect on the quality time they used to spend together as a family.

The resources in this pack are aimed at Second Level of CfE. The activities focus on literacy, health and wellbeing and technologies through research.

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 am aware of and able to express my feelings and am developing the ability to talk about them.

HWB 2-01a

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 2-29a

I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. **TCH 02-02a**

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.

HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a

Director:

Pauline Kortmann studied Animation at Film and Television Academy “Konrad Wolf” in Potsdam Babelsberg. She is part of Talking Animals Animation Collective in Berlin and works free-lance as an animation filmmaker and photographer. Her short films *Chicken Wings* and *Frog Weather* have been screened successfully at international film festivals and won numerous awards.



Underlying themes:

Technology addiction and the effect on parenting, loneliness, emotional neglect.

Before watching the film

Discussion

You will need: the poster in Appendix 1, either for displaying on the Interactive Whiteboard for pupils or printed for each group.

Look at the poster in Appendix 1, promoting the animation. Either as a class or in small groups, discuss the following points:

- Who do you think the characters are?
- What do you think their relationship is?
- What makes you think this?
- What do you notice about the colour used in the posters?
- What do you think this tells you about the animation?
- What do you notice about the type of animation? How do you think the animation has been created?
- The animation is entitled *Fox For Edgar*. What do you think it might be about?
- Create a question that you have regarding the plot, characters or setting. The question should not be able to be answered with ‘yes’ or ‘no’!

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

Activity: **Trailer**

You will need: copies of the questions in Appendix 2, copies of the stills in appendix 3 (optional).

Watch the trailer at <https://vimeo.com/580241413>

In small groups, children should discuss the following points. There is a copy of the discussion questions that can be given out to groups in Appendix 2. There are stills in Appendix 3 which can be used to help children answer the questions.

- **Character** – How do you think Edgar is feeling before he opens his present? How do you know? How do his feelings change when he opens it to find out what is inside? Why do you think this? Justify your thoughts with evidence from the trailer.
- **Colour/Setting** – There are contrasting colours used in the film. What do you notice about the colours in Edgar's bedroom compared to the rest of the house, the colour of the wrapping paper compared to the actual gift and the colours used inside the house compared to in the forest? Why do you think the animator has done this?
- **Colour/Character** – Edgar is a fully coloured image whereas his parents are more of an outline sketch. Why do you think the animator has done this? What do you think she is trying to portray?

Groups should ensure that everyone has an opportunity to give their response to each question. They should be encouraged to build on the contributions of others, e.g. by asking or answering questions, clarifying points or supporting others' opinions/ideas.

Once all groups have finished their discussion, they should share their thoughts with the rest of the class.

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



These discussion points could be used either as a whole class, in small groups or as a circle time activity.

- 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.*

I am aware of and able to express my feelings and am developing the ability to talk about them.

HWB 2-01a

You will need: access to computers for each child or copies of the reports in the links, copies of the template in Appendix 4 for each child.

Social media apps are 'deliberately' addictive to users BBC News

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.

05 / discoveryfilmfestival.org.uk

In the film, the parents were neglecting Edgar as they were constantly on their mobile phone and laptop. It took them a while to realise that Edgar was missing, and it was their memories of happier times spent together as a family, before technology, that gave them the wake-up call they needed which made them become completed, colourful characters. In this activity, pupils will create an advertising campaign to warn of the dangers of technology addiction. They can use information from the websites in Activity 2, together with the website below.

Their campaign could consist of an information poster, a television advert and/or a trifold leaflet. The campaign can either be aimed at adults spending too much time with technology, like in the animation, or aimed at children to encourage them to spend less time with technology.

Blank Tri-fold Brochure Template Download Printable PDF | Templateroller

I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. LIT 2-29a

You will need: computers for pupils to research on, paper/card etc to create a game.

In the animation, the family are being affected by overuse of technology. This is having an adverse effect on their mental health. In this activity, pupils will research ways to look after their mental health and create a board game or card game to encourage children of a similar age to spend less time with technology and look after their mental health. They could also create an advertising campaign for their game and play it with pupils from another class/year group.

I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. **TCH 02-02a**

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.

HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a

Activity 5: **HWB/Literacy**

You will need: copies of a trifold leaflet template (there is a link in the activity).

In the animation, the parents are neglecting Edgar through their overuse of technology. It is only when Edgar disappears that they remember the quality family time they used to spend together.

In this activity, pupils will create a trifold leaflet guide for parents on things they could do to spend more time together as a family. This should be activities that they would be interested in doing as a family.

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.

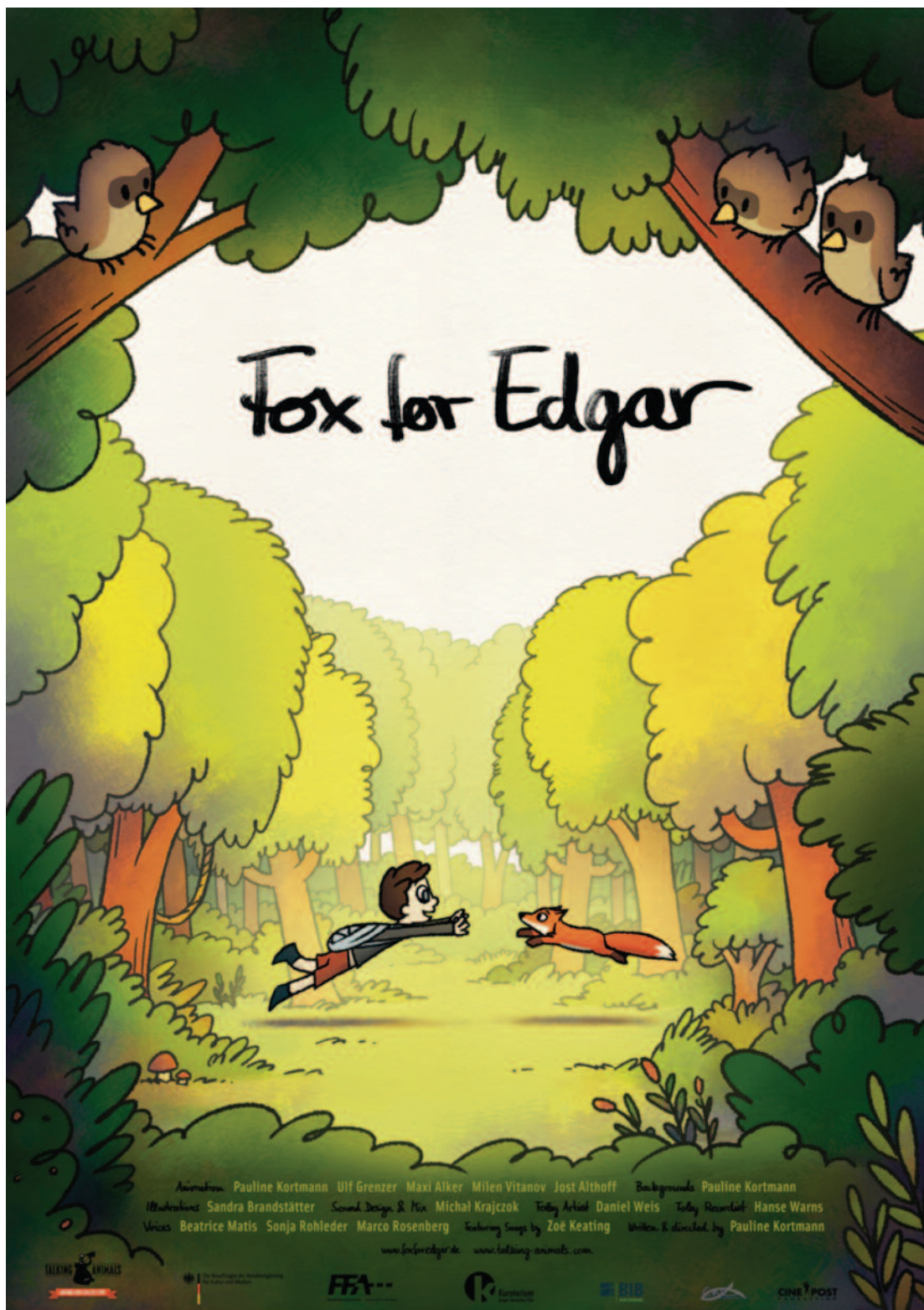
HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a

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



Appendix 1



Appendix 2

Learning Intention: To understand text

Success Criteria:

Answer questions fully.

Use evidence from the trailer to justify your answers.

Everyone in the group gives their own answer.

Listen to, and consider, everyone's responses.

Character:

- How do you think Edgar is feeling before he opens his present?
- How do you know?
- How do his feelings change when he opens it to find out what is inside?
- Why do you think this?

Colour/Setting:

- There are contrasting colours used in the film.
- What do you notice about the colours in Edgar's bedroom compared to the rest of the house, the colour of the wrapping paper compared to the actual gift and the colours used inside the house compared to the forest?
- Why do you think the animator has done this?

Colour/Character:

- Edgar is a fully coloured image whereas his parents are more of an outline sketch.
- Why do you think the animator has done this?
- What do you think she is trying to portray

Appendix 3



This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.This image shows a full page of primary-ruled paper. It features ten sets of horizontal ruling lines. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced across the entire page, providing a guide for letter height and placement for young learners. There is no handwriting or other markings on the page.

Film Information

Director's Filmography

2021 – Fuchs für Edgar (Fox for Edgar)

2011 – Froschwetter (Frog Weather)

2008 – Chicken Wings

Director's Awards

German Children's-Film & TV-Festival 2009,

Winner Children Jury Golden Sparrow

Best Animation – Long: Chicken Wings (2008)

Production Team

Director, Writer & Producer Pauline Kortmann

Animation Pauline Kortmann

Ulf Grenzer

Maxi Alker

Milen Vitanov

Jost Althoff

Backgrounds Pauline Kortmann

Illustrations Sandra Brandstätter

Sound Design & Mix Michał Krajczok

Foley Artist Daniel Weis

Foley Recordist Hanse Warns

Voices

Edgar – Beatrice Matis

Mother – Sonja Rohleder

Father – Marco Rosenberg

Featuring Songs by Zoë Keating

Colour Grading & Finishing Viktor Gette

Additional Compositing Sonja Rohleder

Colour Consultant Jan Schneider

Script Consultant: Annette Friedmann

Evaluating this resource

We hope that you found this resource useful and appropriate.

Please do send us any 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**