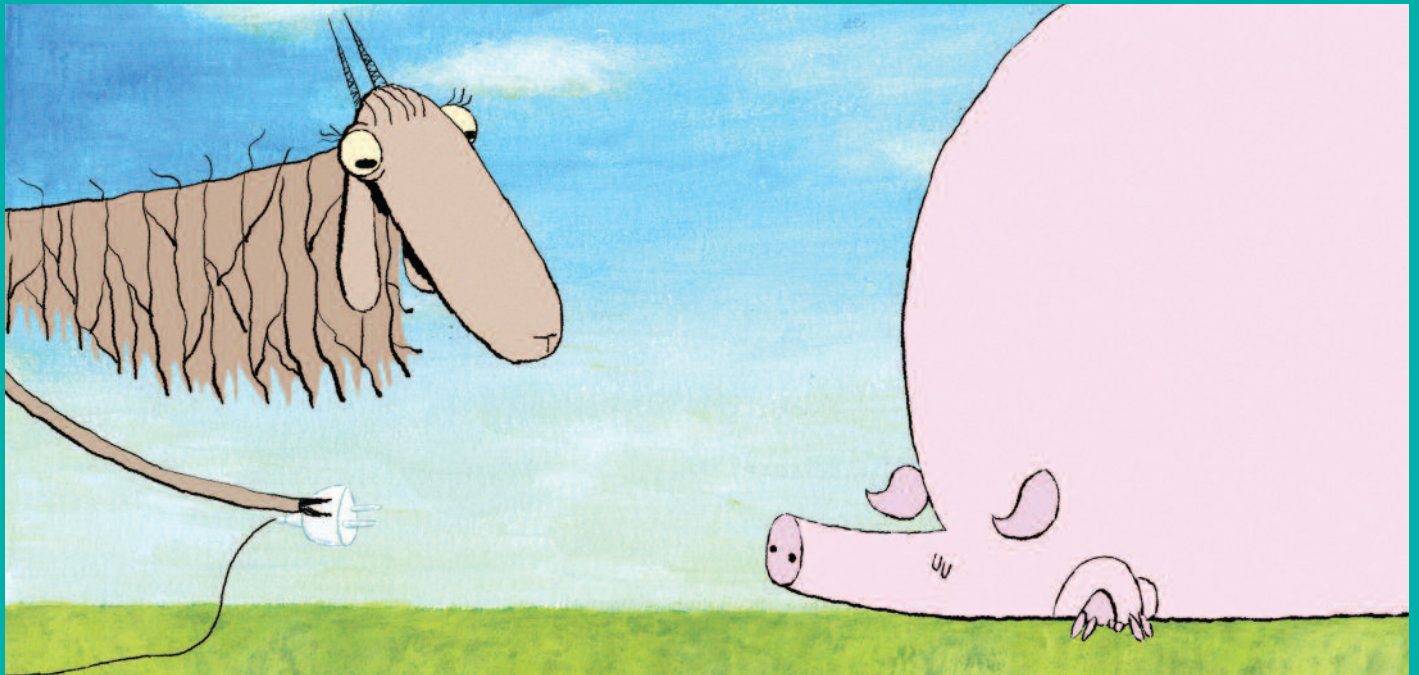


DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource:

Secondary Shorts/Shorts For 12+ – Pig

Levels 3/4 and Senior Phase: English, Literacy, Media, Social Subjects

Created by Meg Brough

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

DCA

Dundee Contemporary Arts

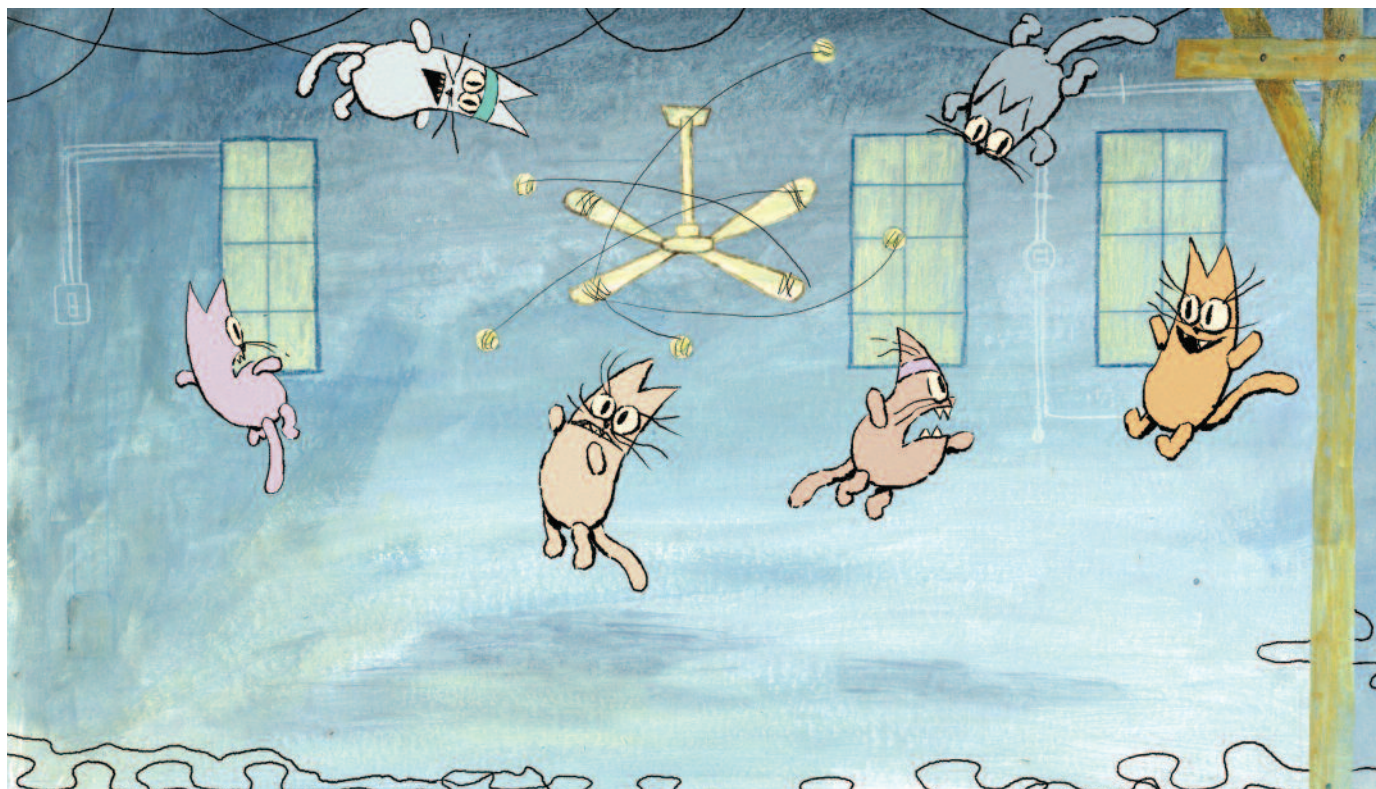
EUROPA CINEMAS
MEDIA-PROGRAMME OF THE EUROPEAN UNION

DUNDEE
ONE CITY, MANY DISCOVERIES

CREATIVE LAND
SCOT
ALBA | CHRUTHACHAIL

discoveryfilmfestival.org.uk

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With support from the DCA Cinema and Learning teams



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>

Pig (Varken)

Dir: Jorn Leeuwerink

The Netherlands 2022 / 8m17s

No dialogue

Pig (Varken)

Synopsis:

A group of animals hook up a powergrid to the socket-shaped snout of one, big sleeping pig. The animals use the pig's energy for simple things at first, but soon they render themselves dependent on a city where every single thing – the useful and the useless is automated. How long can that last?

Ages:

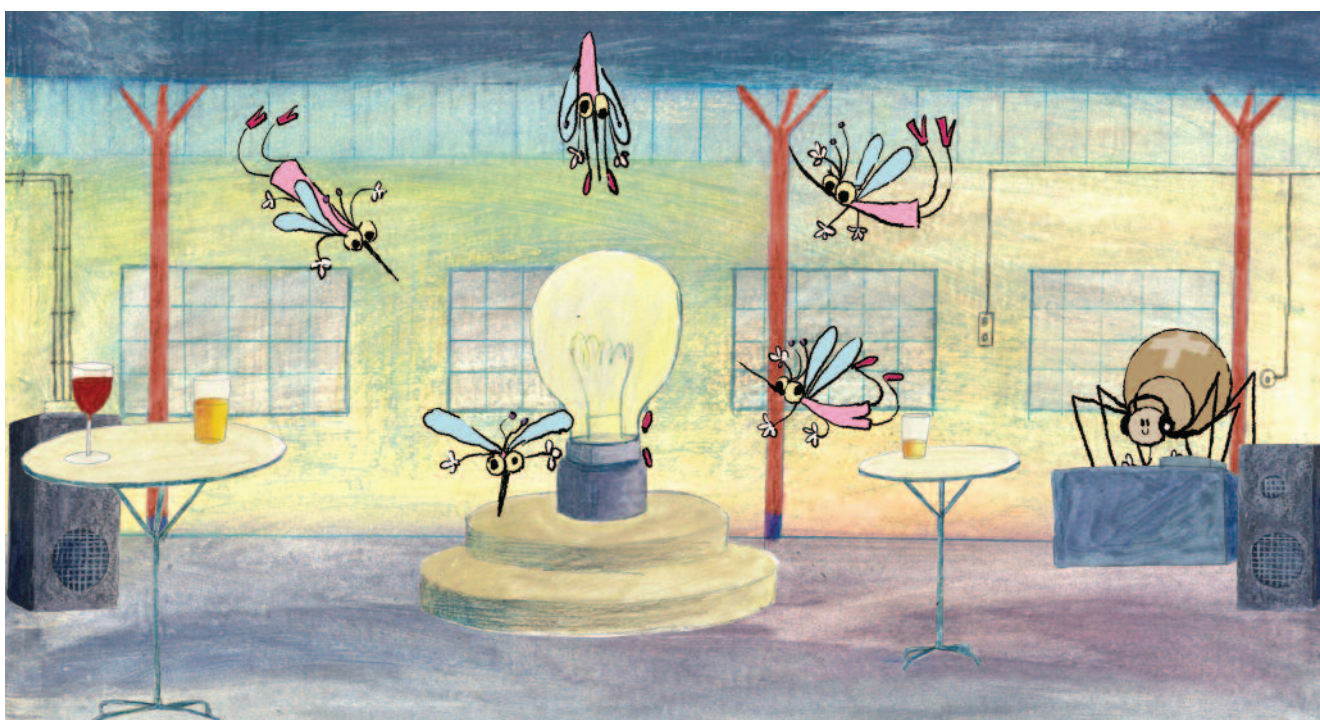
Levels 3/4 and Senior Phase; ages 12+.

Themes:

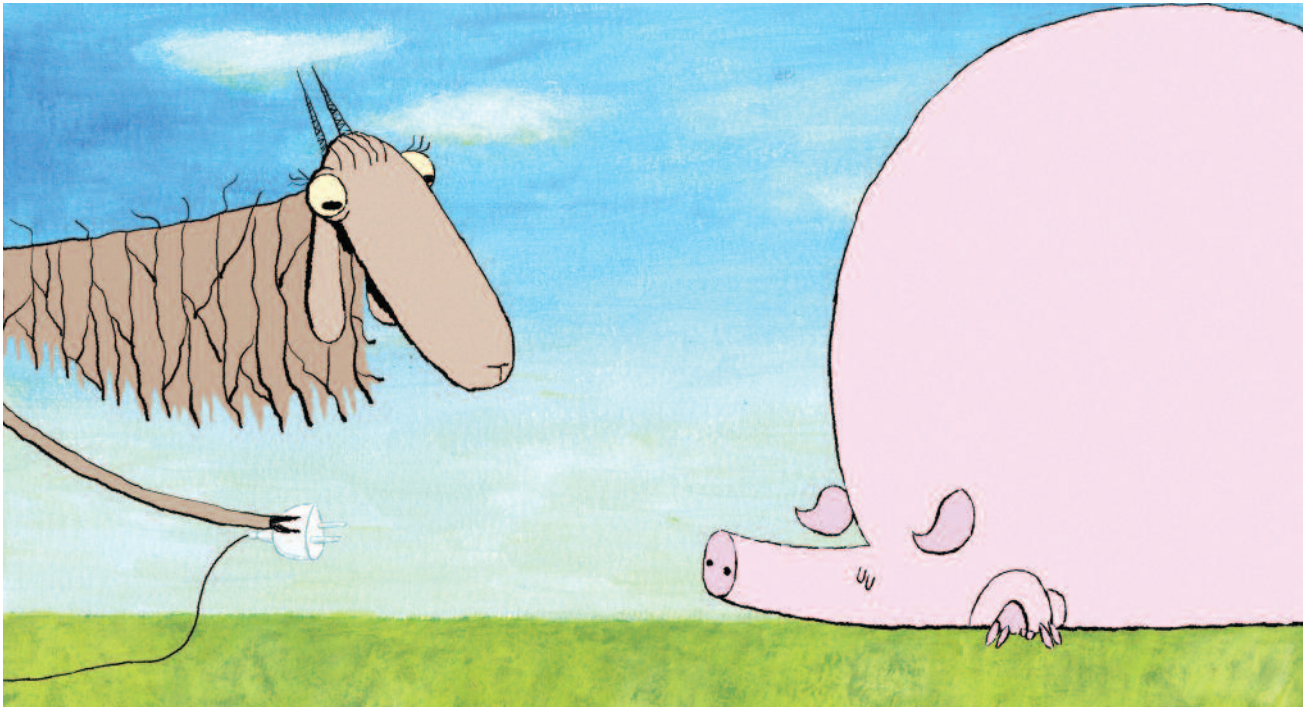
Climate Change, Sustainability, Individual Responsibility, Collective Responsibility.

Teachers' notes:

These materials have been made with a secondary audience in mind. They have a particular focus on Level 3 English and Literacy outcomes. Most tasks would also complement the delivery of National 4 and National 5 Media. These tasks could also be used in a Social Subjects classroom as they ask pupils to reflect on the effects of climate change. These tasks could be used in other areas of the curriculum.



Activity 1: **Before watching the film**



Watch the teaser trailer here: [Pig | Studio Pupil](#)

Ask the pupils:

- 1 What do you think this film will be about?
- 2 Do you think this film will have a positive message? Why?
- 3 Can you work out what issues might be explored in this film?
- 4 Which audience does this film seem that it may be suited to? (Think age and interests)

Activity 2: **After first watch – Checking for understanding**

- 1 What is the pig being used for?
- 2 What happens as a result of the cat's extension cable solution?
- 3 What happens when the animals are made aware of the pig's dwindling resources?
- 4 How do the animals when the pig loses resources completely? What does this result in?
- 5 What does the cat do to solve the problem?

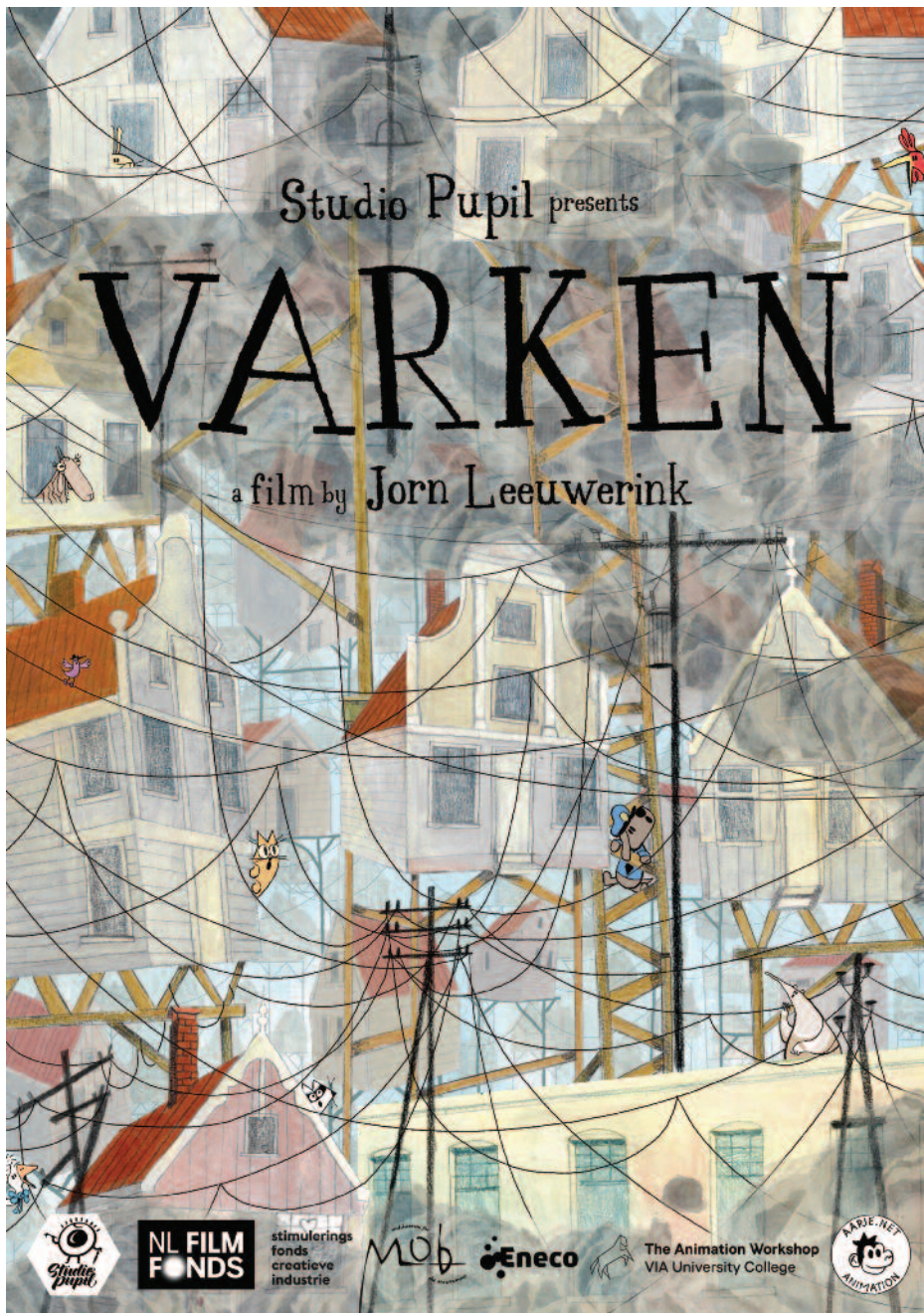
Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.

ENG 2-12a / ENG 3-12a / ENG 4-12a

Activity 3: **Poster analysis**

Use the worksheet which follows to analyse this poster in more depth. (This worksheet can be used to analyse future film posters).

*I can: discuss and evaluate the structure, characterisation and/or setting using some supporting evidence – identify the main theme of the text and recognise the relevance this has to my own and others' experiences. – identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence. **ENG 3-19a***



Poster Analysis Worksheet

Media Concept	Things to consider	Analysis
Audience	Who do you think would be most likely watch this film? How does this poster appeal to them?	
Setting	Is there a particular setting in time or place for this film? Is this important? How does the film poster tell us that?	
Colour	What colours are included in this poster? What do you think they represent?	
Camera	What is the main camera shot/position (eg close up, medium, long shot). How much of the setting does this show. What does this suggest?	
Characters	What can we tell about the characters from the poster? Do you think what they are doing is important?	
Layout/Design	How is the poster laid out? Is it clean or busy? How does this complement the theme of the film? Are there any contrasts? Why do you think this is? What text is on the screen? Where is the text placed on the page? What about the font? Describe this and think about the reasons for the creator's decisions.	
Institutional information	What company and production information are on the poster? Why do you think they have chosen to include this information?	

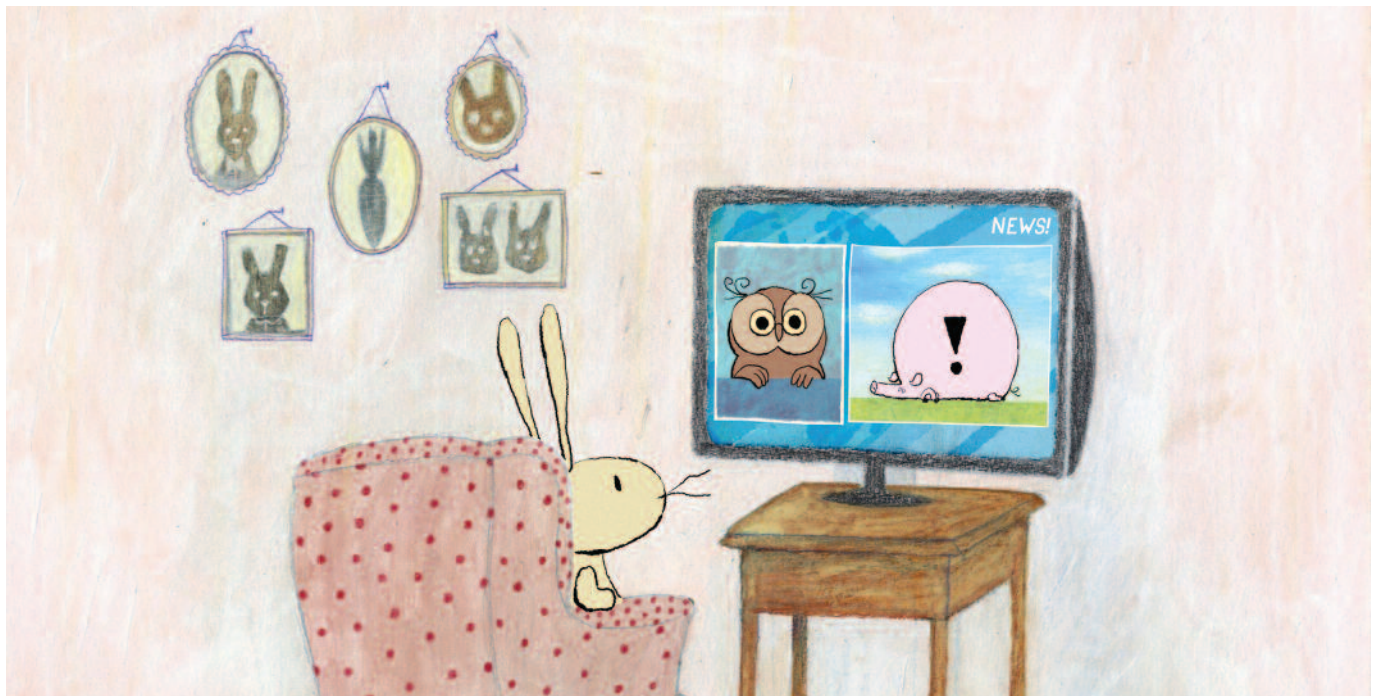
Activity 4: **Overuse of technology**



- Look at this image. Ask learners to discuss why both of these animals are using the pig's energy are unnecessary. What can the animals do instead?
- Watch the film again and ask learners to make a list of all the unnecessary uses of technology they can see.
- Make a class list of answers. Then from this list ask if the learners do any of these things at home. Ask them to think about what other uses of technology might be unnecessary in their home. Ask them to discuss what they can do instead, to use less unnecessary energy. (e.g. Smart homes require twice as much electricity – lights require bulb plus phone/Alexa to turn off light – just get up and turn off the light!)
- The next step could be to ask pupils to pledge just one thing they will cut down on to do their bit for the planet.

*I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact. **SOC 3-08a***

Activity 5: **Allegory**



The definition of an allegory is “a story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.”

Fables are allegorical short stories. Aesop was an ancient Greek story-teller who wrote fables that were used to teach truths in a simple, understandable way. Many of these fables included anthropomorphized animals and have since been illustrated and used to teach children about morality.

We can compare *Pig* to Aesop’s fables as the director is trying to teach us about climate change. Can you write down what you think the overall moral of the story is?

Then consider the following...

- When the animals see that the pig is in distress, what do they do? What does the dog security guard do? How does this symbolise the climate change crisis? What is the director trying to say with this allegory?
- What is the director trying to say about trying to feed the pig when he has already depleted?
- Looting – Looting is to “steal goods from (a place), typically during a war or riot” This has happened previously in society when where law and civil enforcement are temporarily ineffective and people have taken advantage of this situation? What is the director trying to say about society by showing the animals looting?
- What is the director saying by the over dramatic destruction of society which is held up by very thin legs?
- At the end, the cat finds an elephant and uses the trunk in the same way as the pig. What is the director saying about how we, as a society, are reacting to climate change?

Allegory Storyboard

Think about a 'moral or political issue' which you feel strongly about. Create your own allegory storyboard using anthropomorphic animals. (To support this further you may want to research further examples of adaptations of Aesop's fables).

Question Outcomes:

*To show my understanding across different areas of learning, I can: identify and consider the purpose, main concerns or concepts and use supporting detail – make inferences from key statements – identify and discuss similarities and differences between different types of text. **LIT 3-16a***

*I can: discuss and evaluate the structure, characterisation and/or setting using some supporting evidence – identify the main theme of the text and recognise the relevance this has to my own and others' experiences – identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence. **ENG 3-19a***

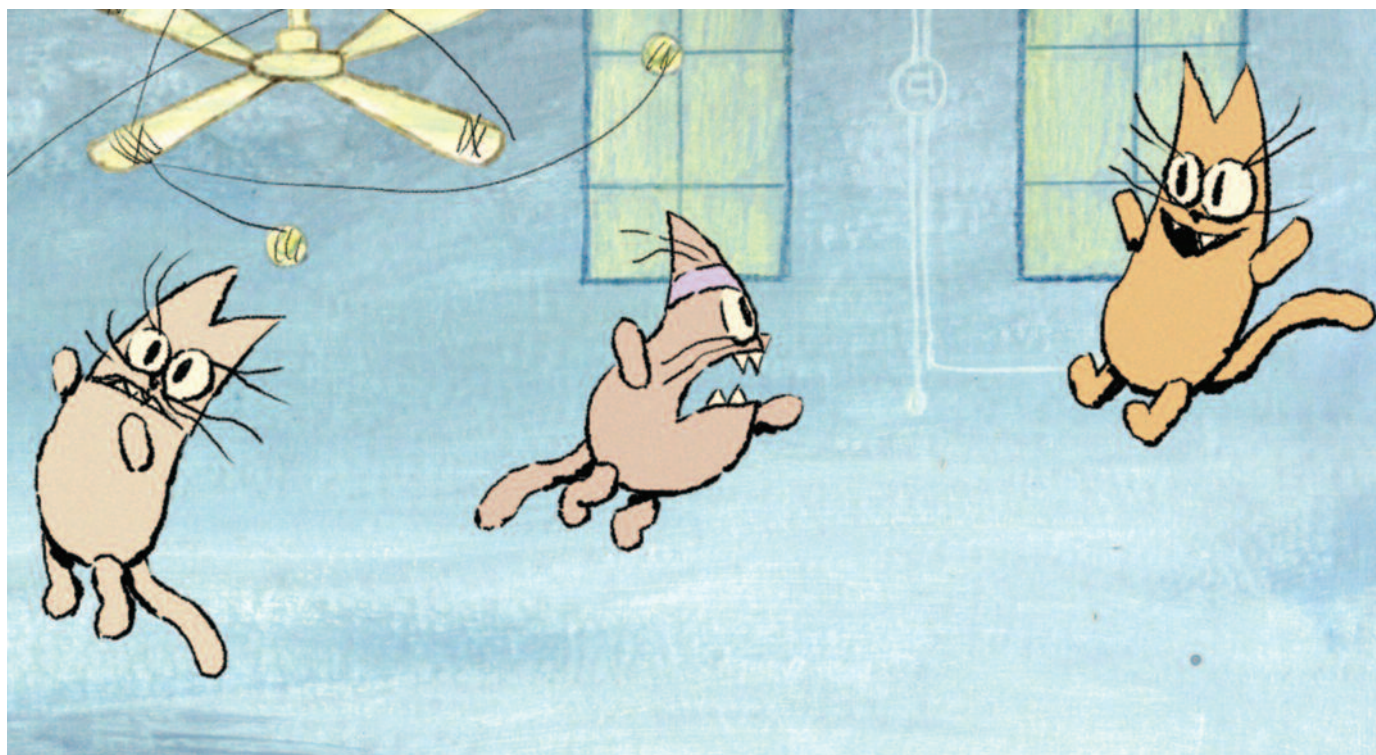
Storyboard creation outcomes:

*I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience. **LIT 3-24a***

*I can engage and/or influence readers through my use of language, style and tone as appropriate to genre. **ENG 3-27a / ENG 4-27a***

*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 settings which come to life. **ENG 3-31a***





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**