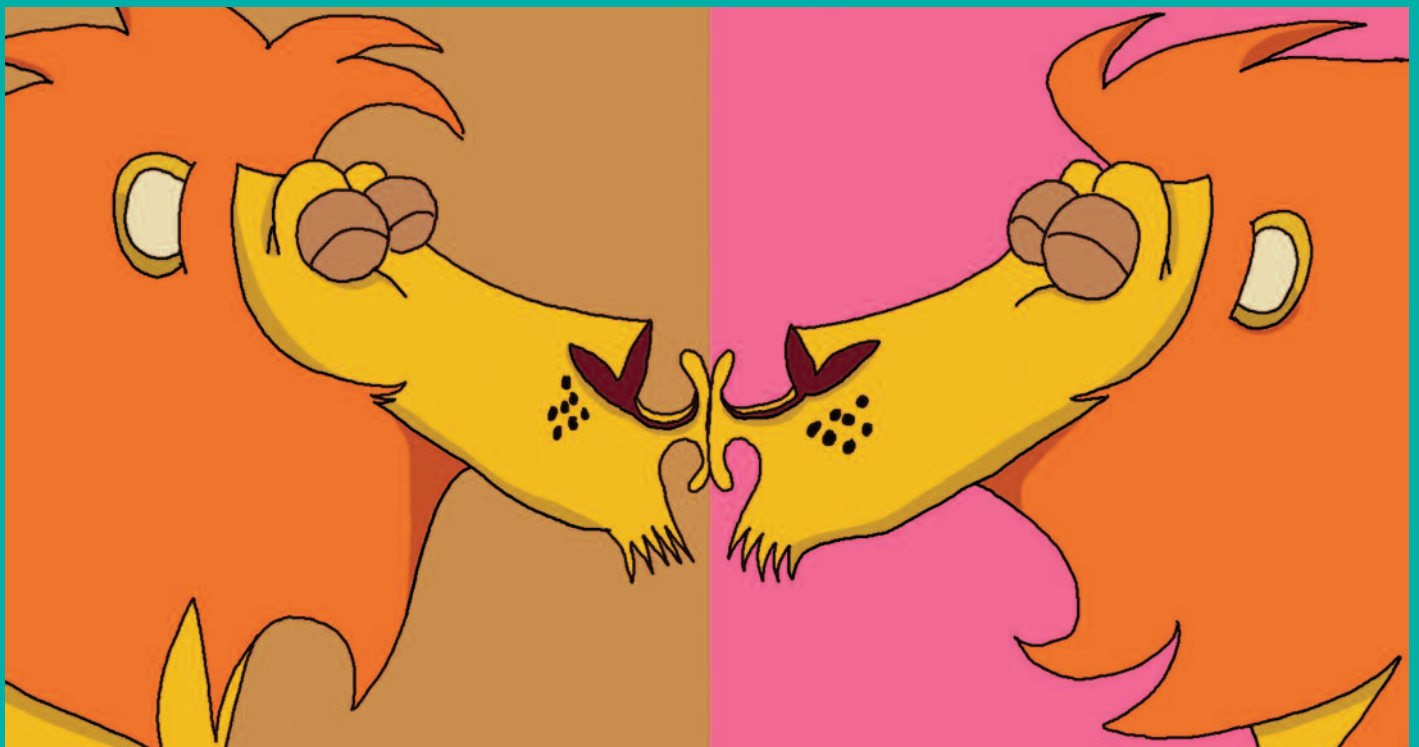


DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: **Secondary Shorts – In Nature**

Third/Fourth Levels and Senior Phase | Created by Sheila Docherty

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

DCA

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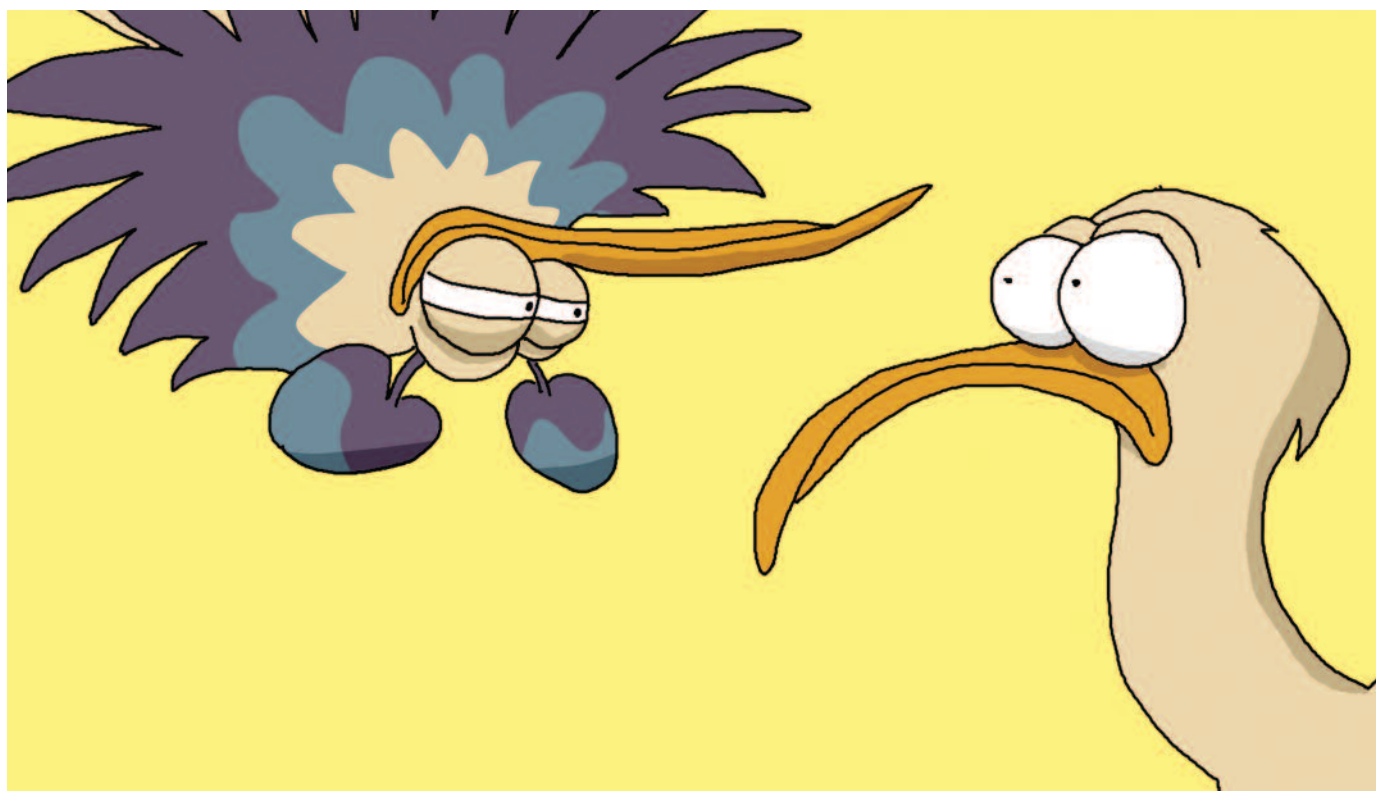
CREATIVE LAND SCOT
ALBA | CHRUTHACHAIL

PanTayside

SCOTTISH
EDUCATION

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>:

In Nature

Dir: Marcel Barelli

Switzerland 2021 / 5m

In English

Synopsis:

In nature, a couple is a male and a female. Well, not always! A couple is also a female and a female. Or a male and a male. You may not know it, but homosexuality isn't just a human story.

Age 12+

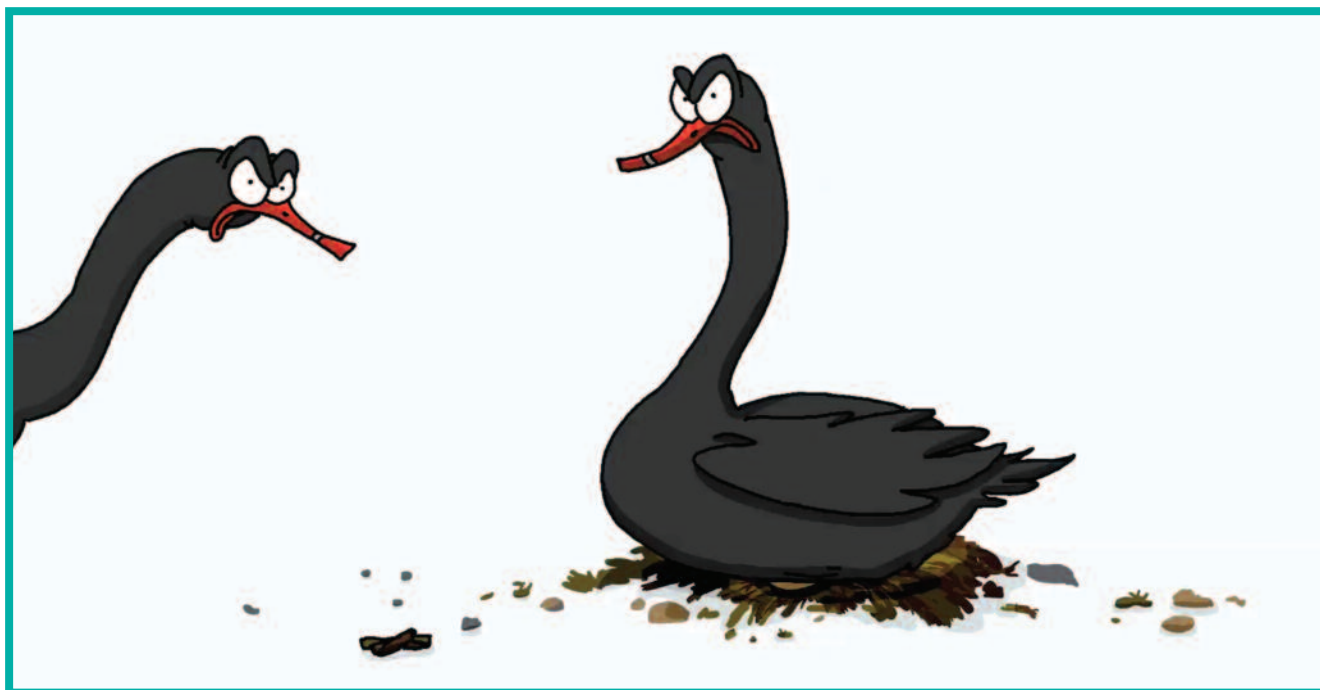
Themes:

Homosexuality, variety in sexuality and gender in the natural world.

Teachers' notes:

This is a charming short, with a simple style and repetitive structure. As such it is only the subject matter which could be problematic and gives the target age as 12+. With a child doing the voice over (the creator's daughter in the original) and the style being humorous and straight-forward, this 5 minute film is a useful starting point for the issues.

The resources are aimed at Level 3 and Senior Phase Media and English students. However, the discussions and research around homosexuality and gender identity would be useful activities for Health and Wellbeing and Social Studies.



Before watching the film

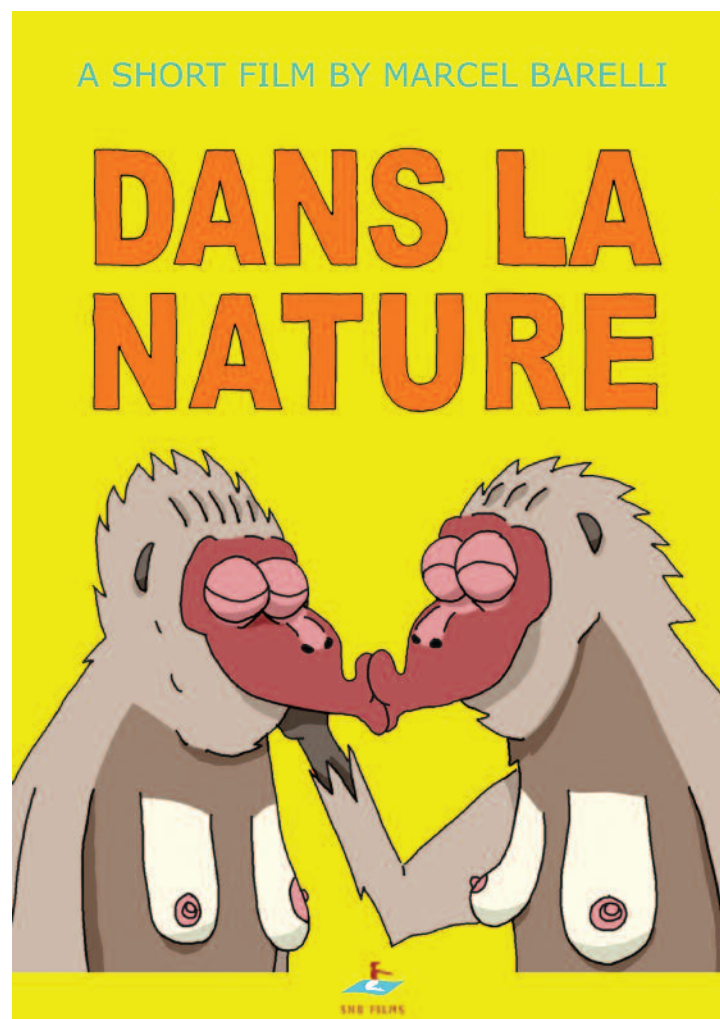
Activity 1:

All posters can be read by remembering these design acronyms:

- 1 **Attention** (how does ad attract the reader?)
- 2 **Interest** (how does ad interest the reader?)
- 3 **Desire** (how does the ad create desire for the product/service?)
- 4 **Action** (how can the reader act to purchase the product/service?)

And

- 1 **Contrast**: things that are different should look different
- 2 **Repetition**: repeat page elements (e.g. colours, fonts) to unify page/document
- 3 **Alignment**: every page item should be lined up with another; use as few vertical lines as possible
- 4 **Proximity**: page items that belong together should be close together on the page





Looking at the poster for *In Nature*, how has the designer followed these “rules”?

Attention	
Interest	
Desire	
Action	

Contrast	
Repetition	
Alignment	
Proximity	

Answers could include:

Attention	The large image of monkeys kissing
Interest	The breasts are obvious because they are a different colour
Desire	The image is humorous and clearly about sexuality
Action	It has the basic information with regards the title, director and studio but it has no further information on how to watch it

Contrast	The name of the creator is in a cool colour compared to the warm colours elsewhere. This gives the impression the name is not as important, despite being at the top of the page
Repetition	The image of the female monkeys is almost like a mirror image and gives a pleasing focal point
Alignment	The actors, title and image of the characters are aligned in the centre of the poster forming a focal point. Only 1 vertical lines are used, making this a clear and uncluttered design
Proximity	Title and image are together in the central column, tying them together

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

To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks. **ENG 3-17a**

To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks. **ENG 4-17a**

Activity 2:

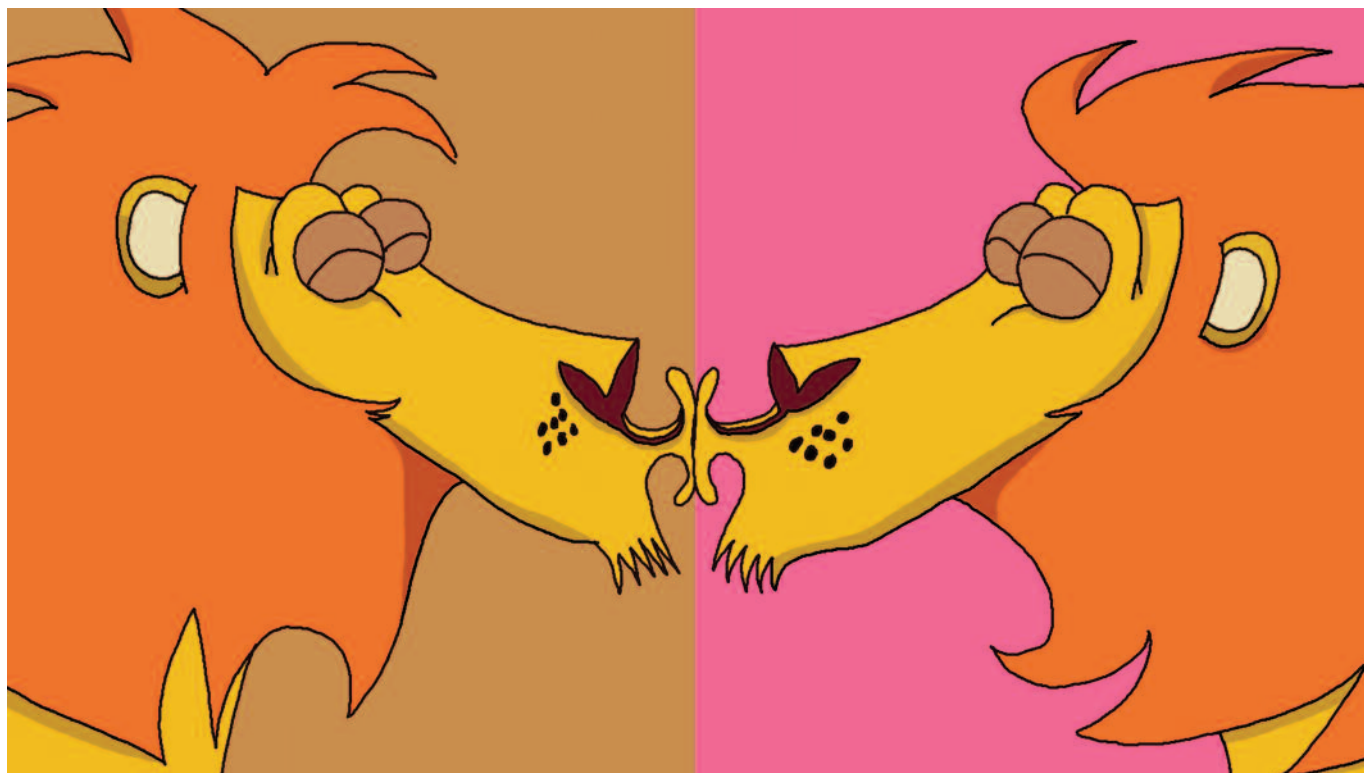
Watch the interview with Marcel Barelli using the link below and answer the following questions using your own words.

<https://www.youtube.com/watch?v=kPF5tTgLj8s>



- 1 How did he start on his animation career?
- 2 What does “nature” mean to him?
- 3 Is this film for children or adults?
- 4 Is *In Nature* based on real facts?
- 5 What is his creative process?
- 5 What is the relation between animation and reality in his films?

I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. LIT 3-15a / LIT 4-15a





After watching the film

Activity 2: Research project

- Look into the themes and information in this film.
- Are the claims true?
- What types of research have been done on this subject? It is scientific?
- How has information on the spectrum of gender and homosexuality changed over time?
- Do you think this film is useful in describing scientists' findings?

Write a discursive essay on the subject. Use at least 5 sources to draw on, remembering to include them under "Bibliography" at the end of your essay.

Suggested reading:

<https://www.imperial.ac.uk/news/190987/scientists-explore-evolution-animal-homosexuality/>

<https://www.britannica.com/topic/homosexuality>

<https://www.nationalgeographic.com/science/article/homosexual-animals-debate>

<https://open.lib.umn.edu/evolutionbiology/chapter/12-4/>

<https://www.greenpeace.org.uk/news/lgbtq-behaviours-animal-kingdom/>

<https://www.yalescientific.org/2012/03/do-animals-exhibit-homosexuality/>

<https://www.bu.edu/articles/2010/nature-vs-nurture-the-biology-of-sexuality/>

*To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks. **ENG 3-17a***

*To show my understanding, I can give detailed, evaluative comments, with evidence, on the content and form of short and extended texts, and respond to different kinds of questions and other types of close reading tasks. **ENG 4-17a***

*I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text. I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately. **LIT 3-25a***

*I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text. I can make appropriate and responsible use of sources and acknowledge these appropriately. **LIT 4-25a***

Activity 4:

Mise-en-scene is a French term which means setting the scene. In film this means everything you can see. Obviously the only thing excluded from *mise-en-scene* is sound, and the 5 elements are grouped like this:

- **Costume, hair and makeup.**
- **Props and sets**
- **Character positioning and facial expression**
- **Shot/angle**
- **Lighting and colour**

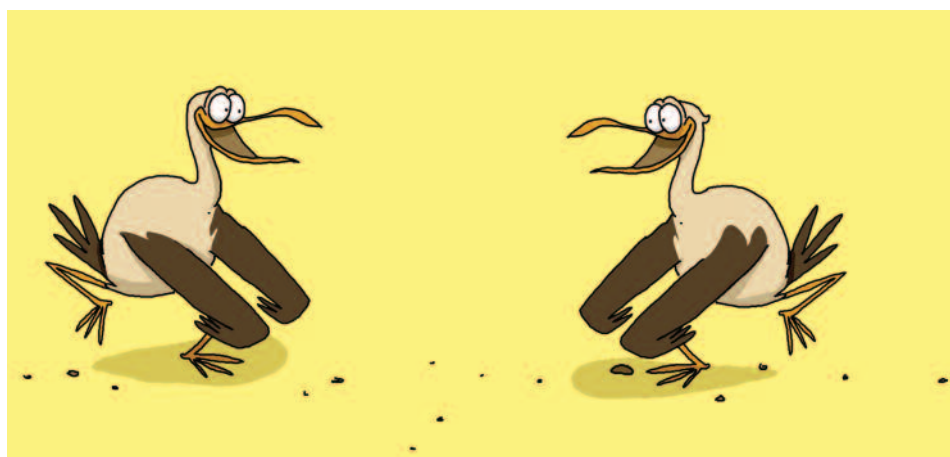
Just as with written language, this film language communicates a lot.

In Nature is very simple visually so some of these elements do not appear. However, some do. Look at the following 2 stills from the film and fill out the table below. Remember to explain WHY you interpret the elements in the way you do.

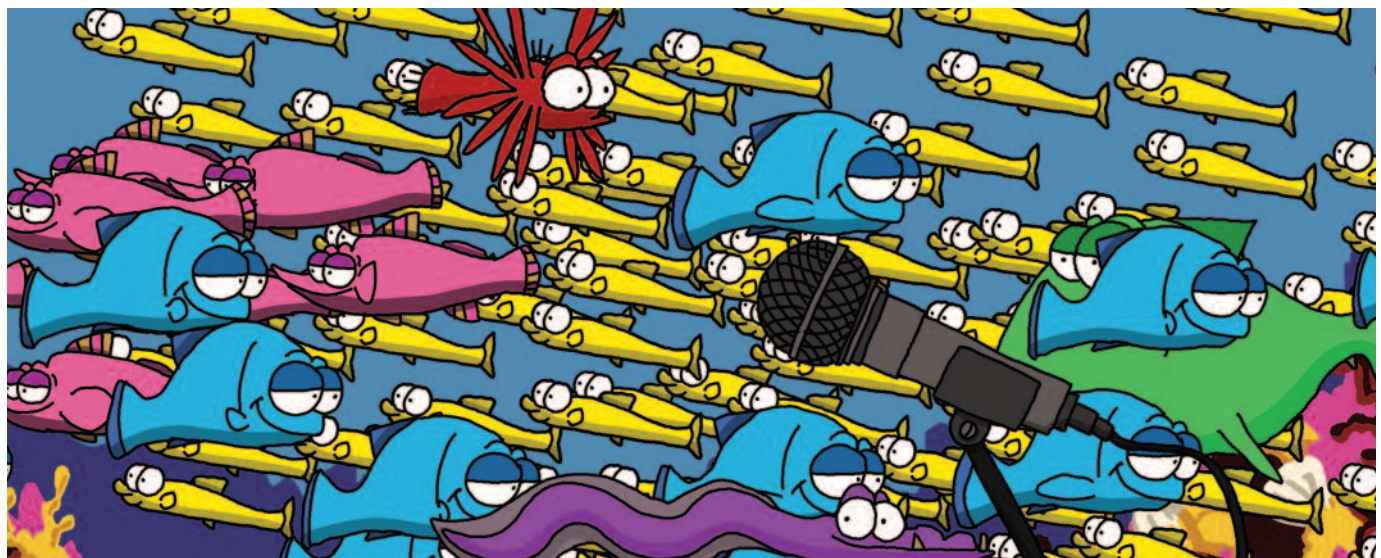
FILM STILL 1:



FILM STILL 2:



Mise en scene	Description STILL 1	Description STILL 2
Character positioning and facial expression		
Shot/angle		
Lighting and colour		
Costume, hair and makeup (female/male)		
What does this suggest about the relationships here?		





Activity 5: Discussion

It was not so long ago that to be gay in Scotland was actually illegal. In fact it was not until 1980 that the law changed to allow gay men to have private relationships over the age of 21.

Heterosexual relationships are legal over the age of 16 and have been for many, many years. The age of consent for gay couples was 16 in 2001.

Civil partnerships and same-sex marriage took even longer to come into law (2004 and 2014 respectively)

Section 28 was introduced by Westminster in 1988 where local authorities were forbidden from “intentionally promote homosexuality or publish with the intention of promoting homosexuality” and they were not to imply the “acceptability of homosexuality as a pretended family.” This effectively meant teachers were not allowed to talk about homosexuality, at all.

Section 28 was repealed in 2001.

In small groups:

- **Discuss what you have learned.**
- **Why do you think it has taken so long for same sex couples to get the same rights as opposite sex couples?**
- **Was homosexuality ever discussed when you were younger? How was the subject approached?**
- **Do you think this film would be useful in introducing how complex the world is when it comes to gender and sexuality to a younger audience?**
- **What audience (age, gender, interests) do you think this film is aimed at?**

<https://www.nrscotland.gov.uk/research/learning/features/lgbt-history-month>

<https://www.bbc.co.uk/news/uk-scotland-40731733>

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

HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. **LIT 3-02a**

When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. **LIT 4-02a**

I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. **SOC 3-16a**

I can contribute to a discussion on the extent to which people's needs should be met by the state or the individual. **SOC 4-16a**



Worksheet: Activity 1

Attention	
Interest	
Desire	
Action	

Contrast	
Repetition	
Alignment	
Proximity	





Worksheet: Activity 4

Mise en scene	Description STILL 1	Description STILL 2
Character positioning and facial expression		
Shot/angle		
Lighting and colour		
Costume, hair and makeup (female/male)		
<p>What does this suggest about the relationships here?</p>		



Additional resources

<https://www.imperial.ac.uk/news/190987/scientists-explore-evolution-animal-homosexuality/>

<https://www.britannica.com/topic/homosexuality>

<https://www.nationalgeographic.com/science/article/homosexual-animals-debate>

<https://open.lib.umn.edu/evolutionbiology/chapter/12-4/>

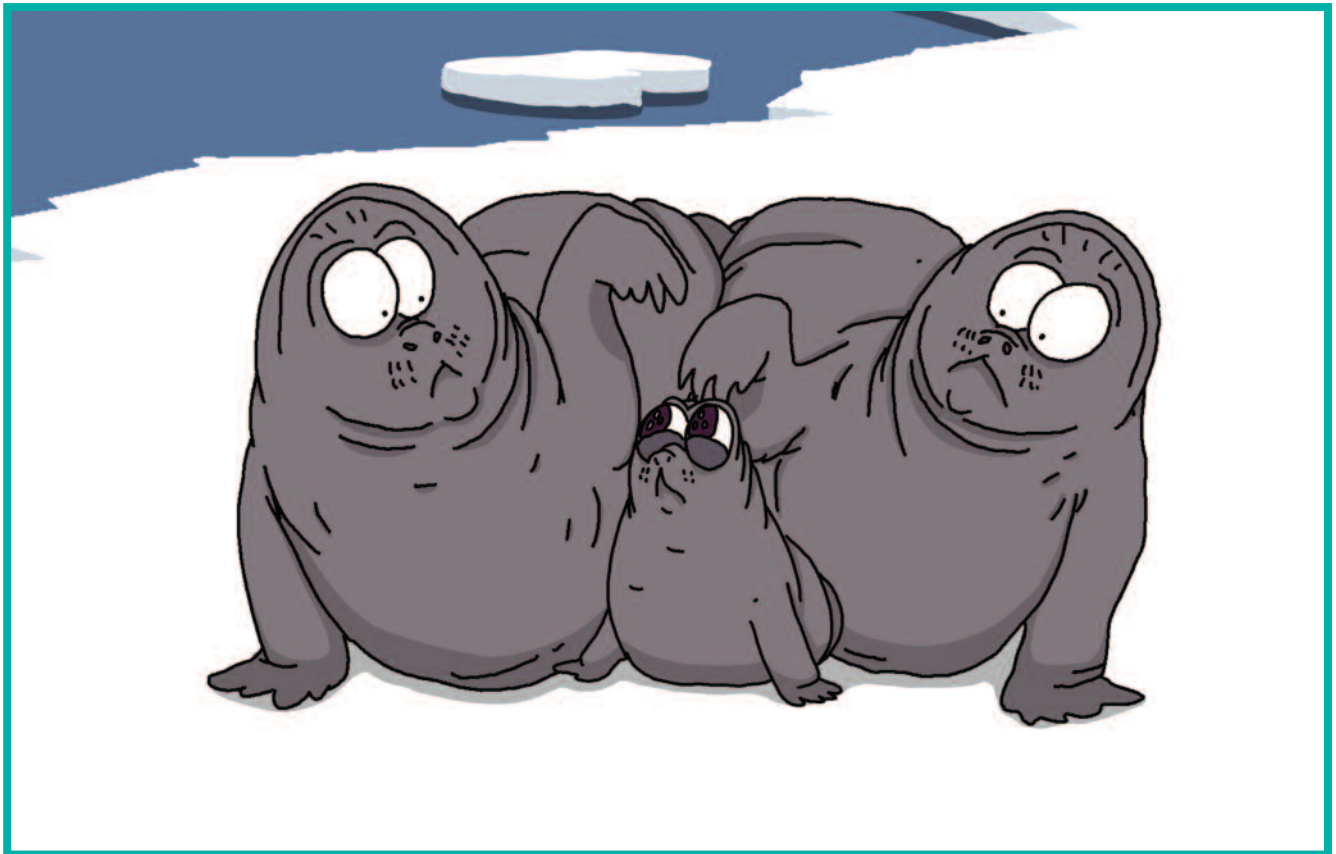
<https://www.greenpeace.org.uk/news/lgbtq-behaviours-animal-kingdom/>

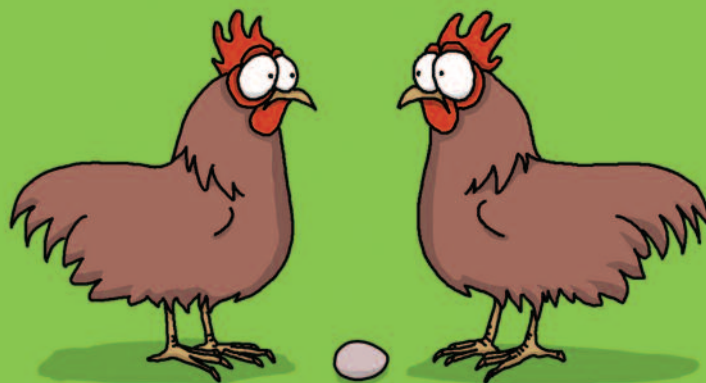
<https://www.yalescientific.org/2012/03/do-animals-exhibit-homosexuality/>

<https://www.bu.edu/articles/2010/nature-vs-nurture-the-biology-of-sexuality/>

<https://www.nrscotland.gov.uk/research/learning/features/lgbt-history-month>

<https://www.bbc.co.uk/news/uk-scotland-40731733>





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**