

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: A Lynx In The Town

First and Second Level / Year 2 and up / Ages 5+

Curricular Themes: Literacy, Social Studies, Technologies and Expressive Arts

Created by Lynsey Dick

Discovery Film Festival: Sat 17 October - Sun 1 November 2020

discoveryfilmfestival.org.uk

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ONE CITY, MANY DISCOVERIES

 **CREATIVE LAND**
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With support from 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

www.discoveryfilmfestival.org.uk/resources



A Lynx In The Town (Un lynx dans la ville)

Dir: Nina Bisiarina
France 2019 / 7m06s
Dialogue free

Synopsis

A curious lynx, attracted by the neighbouring city lights, leaves the forest behind. The animal has a lot of fun in the city, until it falls asleep in the middle of a parking lot. In the early morning, the amazed inhabitants discover this strange animal covered in snow.

The trailer for the film can be viewed here:

<https://www.youtube.com/watch?v=xOPjicGGTG8>



Before watching the film

Activity 1 – Listening and Talking

Let the children hear the trailer first and tell the children the name in French. Can they predict what the title of the film is in English?

Then show them the trailer. Were their predictions correct? The YouTube video shows the title in English but this is very brief.

Questions for discussion:

- What is the film about?
- Who is the main character?
- Why is the Lynx in the town?
- What do you think has drawn him there?

*I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. I regularly select subject, purpose, format and resources to create texts of my choice. **LIT 1-01a / LIT 2-01a***

*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***

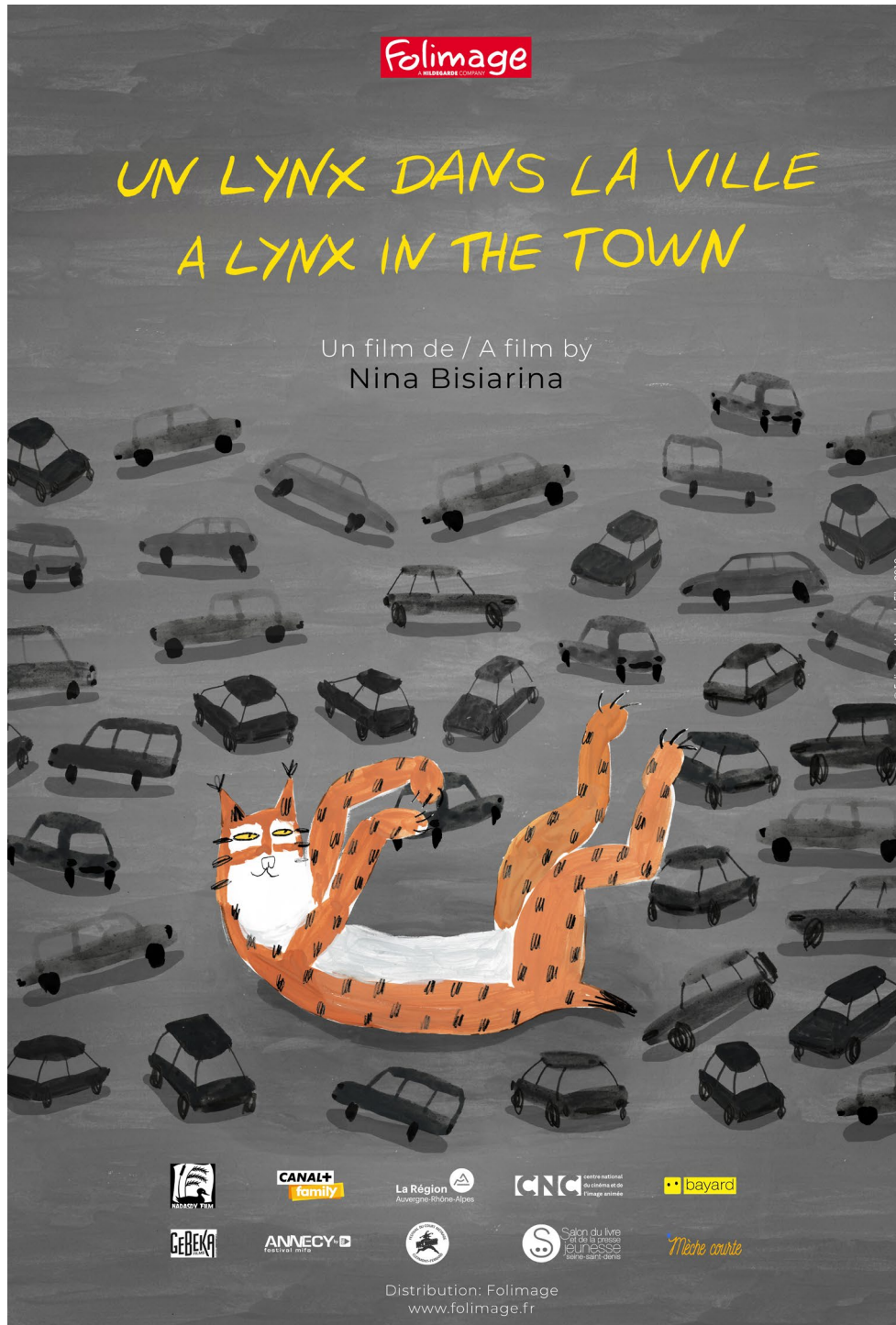
*I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. **LIT 2-07a***

*I 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***

Activity 2 – Poster

Once they have seen the trailer and made their predictions show them the poster for the film.



Questions for discussion:

- What do they see in the poster?
- What can they tell you about colours?
- Why do they think the Lynx is the only thing in colour?
- Where is the Lynx?
- What is the style of the animation?
- What is unusual about the Lynx compared to the cars?



After watching the film

Activity 3 – Social Studies/Literacy

The Lynx in this story has become curious about the bright lights of the city. Many animals move into the city because their habitats are destroyed or because there is a lack of food.

Use this film as a stimulus to research the need for conservation of habitats. Can the children think of other animals that they may see in urban areas?

Animals moving into urban areas highlight the issue of destruction of natural habitats such as green spaces in cities, forests, woodland areas and the building of more houses.

Have them create a research project around this issue.

The National Geographic website has some excellent information and images that could be used. There are lots of American examples but it shows there is a growing issue.

<https://www.nationalgeographic.com/news/2016/04/160418-animals-urban-cities-wild-life-science-coyotes/>

*By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. **SOC 1-13b***

*I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area. **SOC 2-13a***


*I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. **TCH 2-01a***

*Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. **TCH 1-02a***

*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 can extend my knowledge of how to use digital technology to communicate with others and I am aware of ways to keep safe and secure. **TCH 1-03a***

*I can explore online communities demonstrating an understanding of responsible digital behaviour and I'm aware of how to keep myself safe and secure. **TCH 2-03a***



Activity 4 – Literacy

The people of the town are incredibly surprised to see the Lynx in the town. This kind of event would inevitably make front page of the newspaper or nowadays there would be an article on social media.

Have the children create a newspaper report, Twitter post or Facebook post about the Lynx visiting the town using the templates in **Appendix 1**.

Each report will require different features. Depending on the one you choose, have the children identify these features.

This is a good opportunity to teach about online safety, social media and the importance of fact checking when reading sources and reporting on something.

*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***

*Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. **LIT 2-14a***

*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 / LIT 2-20a***

*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***

*I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. **LIT 2-24a***



Activity 5 – Expressive Arts - Art and Design

The style of this animation is so distinct. The contrast of the setting compared to the character is so stark. The use of the white, grey and black tones are so effective against the colourful Lynx.

Have the children create their own setting, this could involve a walk around the local area to look at the type of buildings there are. Or you could go outside and observe the school. Take some paper and pencils and set the children the task of making detailed observations and drawings of the different buildings.

When they are back in the classroom, provide them with black sugar paper or card and have them use white chalk, white pencils or white ink to draw the buildings from their local area.

You could do this in the reverse and give them white paper and have them use black fine liners, black ink, charcoal or black paint to design their own setting for the Lynx. When they have done this, have them draw their own Lynx separately.

Use the skills in **Appendix 2** for inspiration.

*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 have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. **EXA 2-02a***

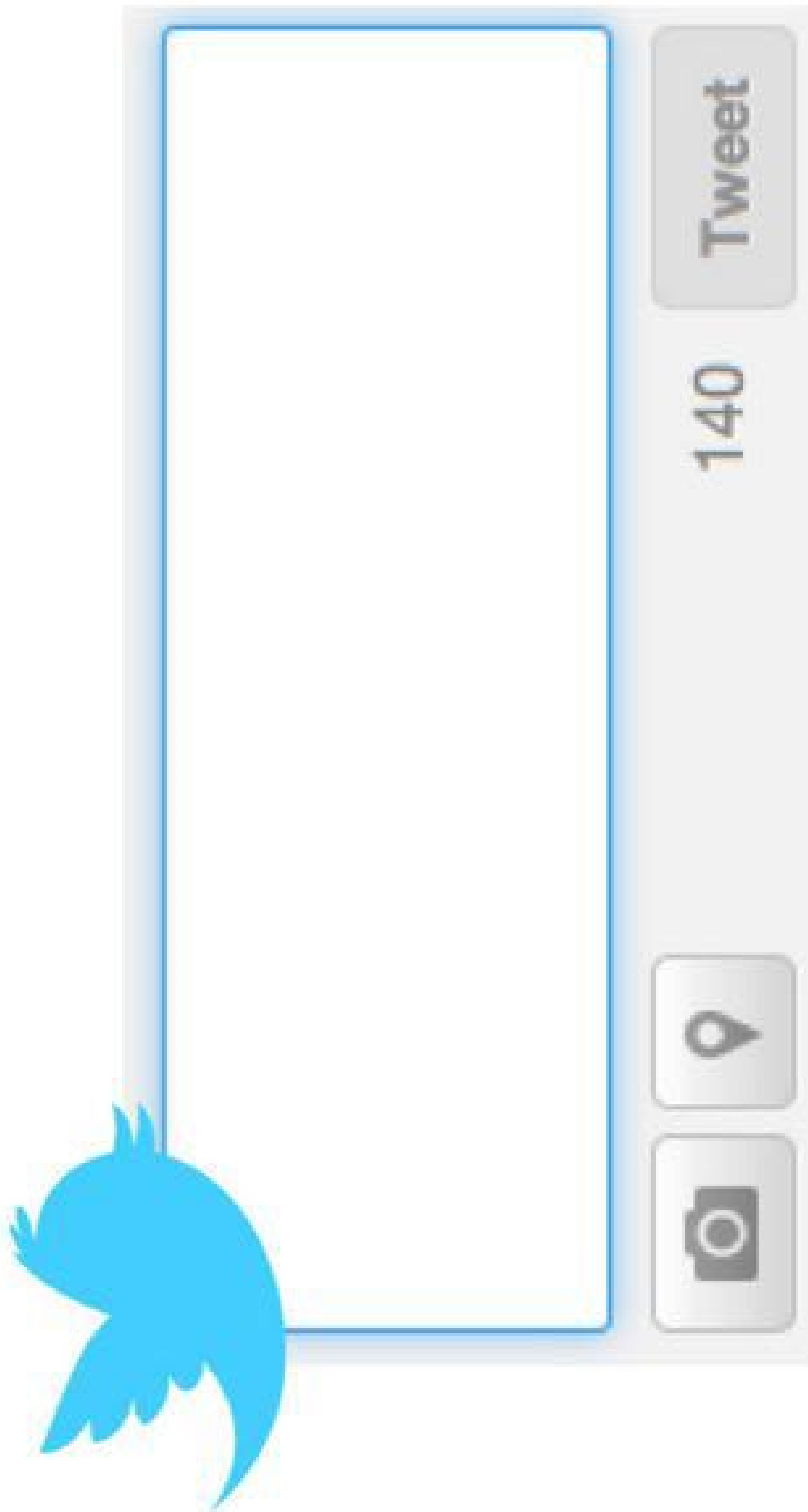
*I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. **EXA 1-03a***

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

*I can create a range of visual information through observing and recording from my experiences across the curriculum. **EXA 0-04a / EXA 1-04a***

*Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. **EXA 2-04a***





Appendix 2





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

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