

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: A Minuscule Adventure

Early Years/First Level

Created by Helen Appleyard

Discovery Film Festival: Sat 19 October - Sun 3 November 2019

discoveryfilmfestival.org.uk

DCA²⁰

Dundee Contemporary Arts


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ONE CITY, MANY DISCOVERIES



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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



A Minuscule Adventure (Minuscule - Les mandibules du bout du monde)

Dirs: Hélène Giraud and Thomas Szabolcsia

France 2018 / 1h32m

No dialogue

Synopsis

A Minuscule Adventure is a new film in the Minuscule franchise, originally an animated series and now into its second film. The film follows the adventures of three friends; a ladybird, black ant and spider. Winter has come to the valley, the ants and ladybirds are searching for food to store for the long winter ahead. The ant with his troop has discovered another source of their favourite food: sugar (handily package in a red and white checkered box in the local grocery store), unfortunately they have been followed by the hostile red ants. Enter the ant's friend ladybird to rescue the ant, during the rescue attempt the ladybird's child accidentally falls into one of the boxes in the chestnut puree packing factory. The box is headed for Guadeloupe; the ladybird follows the box to save his child sending a desperate message to his friend the ant to help him. The ant recruits the spider and they both set off to rescue their friend from the dangers of Guadeloupe, can they get there safely and in time to help their friend and his child? The film follows the journey of all the friends as they encounter new allies and meet new dangers half way around the world.



Advisory: This is a film which appeals on many levels and is suitable for all ages. There are no inappropriate scenes to be had however if you are not keen on spiders the new hairy spider character may startle you at one point in the film but this is the only mild shock. If you would like to introduce this character to the children (who's not quite as scary as he first seems) you can watch a short extract from the film introducing the spider here:

<https://youtu.be/G7spkHGOFa4>



Curriculum for Excellence subjects / themes

Friendship, teamwork, relationships, cooperation, country comparison, food journey/miles, protecting natural environment/conservation, STEM Science and Technology, problem solving, living things, Literacy



Before watching the film

It's not essential to have watched the first film *Minuscule: Valley of the Lost Ants* before watching *A Minuscule Adventure*, but the DVD is readily available and it does show how the main characters first meet and become friends. It is also supported by an additional resource pack created for the 2016 film festival. This can be downloaded at:

www.discoveryfilmfestival.org.uk/resources

As an alternative there are many short films from the Minuscule TV series and the trailer for the first film online (see below) - watching these clips will introduce your children to some of the characters in the film. In addition these short films will demonstrate how sound and music is used as an alternative to dialogue.

Short films

Black and red ants

<https://youtu.be/fBEOZDVFQ20>

Ladybird

<https://youtu.be/6C0HSoX4b8c>

Minuscule: Valley of the Lost Ants trailer

https://youtu.be/ZF6kl_nSza4

More clips and short films from the TV series can be found here:

<https://www.youtube.com/user/Minuscule>

Discussion questions

What is the relationship between the different coloured ants?

What is the relationship between the ant and the ladybird?

What role does the black ant play in his troop?

Can you describe the ladybird's personality?



Trailer Activities

Using Google Earth locate France and Guadeloupe and calculate the distance to Guadeloupe. Discuss how far the ladybird and his friend travel, compare this where the children may have been on holiday. Discuss how a difficult and long a journey this might be for a tiny minuscule insect.

Investigate the lives and habits of the mini beasts (i.e. ladybird, ant & spider) so that they can be compared to the new species encountered in Guadeloupe.

*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***

*I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. **SCN 1-02***

*I have observed living things in the environment over time and am becoming aware of how they depend on each other. **SCN 0-01a***

After watching the film



Ideas for discussion after the film

Did the children's predictions match the film?

Which creatures ended up being friendly and which did not?

Can they end identify some of the main themes in the story?

- The love story of the ladybirds
- The unexpected ally in the stinging bug
- The environmental theme of deforestation, destroying wildlife and building in conservation areas
- The journey of our food takes
- The change of the relationship between the ladybird and his child
- The strong bond of friendship.



The Filmmaking Process

There are activities looking at the filmmaking process suggested in the original pack for *Minuscule: Valley of the Lost Ants* which could also be used with *A Minuscule Adventure*. You can access this pack at the 2016 Discovery Film Festival resources.

The pack looks at the camera, setting, sound and character and can be accessed at: www.discoveryfilmfestival.org.uk/resources



Living things

The ants and ladybirds are preparing for winter. Investigate how our native animals prepare for winter and hibernation.

Information about native wildlife can be found at nature detectives and teaching resources on the Woodland Trust website: <https://www.woodlandtrust.org.uk>

The children could investigate how to create shelters for mini beasts e.g. bug hotel or a hedgehog house.

By exploring climate zones around the world, I can compare and describe how climate affects living things. **SOC 1-12b**

I have observed living things in the environment over time and am becoming aware of how they depend on each other. **SCN 0-01a**



Country / Climate Comparison



The insect friends travel Guadeloupe. The children could use this opportunity to investigate a country or environment other than our own. Younger children could use this opportunity to investigate the differences between hot and cold climates.

Guadeloupe

Guadeloupe is group of Islands (an archipelago) between the Caribbean Sea at the edge of the Western Edge of the Atlantic Ocean. This French Territory is made up of around a dozen islands but most of the population live on the two largest Islands, Basse-Terre Island and Grande-Terre Island. The mountainous Basse-Terre, the western island, is home to Parc National de la Guadeloupe which has at its centre an active volcano called La Soufriere.

The Islands are volcanic and have a tropical climate they have areas of rainforests, mangrove swamps, black sand beaches and coral reefs.

<https://en.wikipedia.org/wiki/Guadeloupe>

Their investigation could focus on the new creatures encountered in this film and finding out about their life in the forest, or could take in the wider aspects of the flora and fauna of the Islands. Older children could look at the human influence on the Island.

N.B. Most of the creatures found in the film are based on real animal and insects, images of the filmmakers interpretations can be found in the French teachers pack and can be accessed here: <http://www.le-pacte.com/france/prochainement/detail/minuscule-2-les-mandibules-du-bout-du-monde/>

List of creatures found in the film:

- Hummingbird
- Praying Mantis
- Stick Insect
- Cockroach
- Hairy Spider
- The Stinging Caterpillar
- The Leaf Grasshopper
- Crab



*By exploring climate zones around the world, I can compare and describe how climate affects living things. **SOC 1-12b***

*I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment. **SOC 0-08a***

*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***

*By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things. **SOC 2-12a***



Environmental Issues

Food Journeys

This activity may be more suitable for older first level pupils, but could be done as a teacher led discussion with early level.

The young ladybird travels approximately 4000 miles in a box of chestnut puree to Guadeloupe. The other boxes are being sent around the world to:

		Approx Distance (in miles)
Beijing	- China	5000
Timbuktu	- Mali	2000
Toyko	- Japan	6000
Budapest	- Hungary	700
Kathmandu	- Nepal	4000
San Francisco	- America	6000
Shanghai	- China	6000

Use a map or Google Earth to find these cities or countries, look at the distance to France.

Food Miles/Journeys

- Have the children bring in a selection of different foods.
- Find out where they come from.
- On a large map mark where the food comes from.
- Discuss the food miles. You can find a food miles calculator here:

<http://www.foodmiles.com/>

Discuss:

- Which food travelled the furthest?
- Which food travelled the least?

Can these foods be imported from closer to home?

Discuss:

- The environmental impact of importing food from abroad.
- How the food gets here by air or sea.
- How we make a difference.



Helpful resources can be found here:

Twinkl has resources on food journeys, food miles and where our food comes from appropriate to a wide selection of levels: <https://www.twinkl.co.uk/>

Countryside Classroom – food miles information sheet:
<https://www.countrysideclassroom.org.uk/resources/643>

I explore and discover where foods come from as I choose, prepare and taste different foods.
HWB 0-35a

When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. **HWB 1-35a**

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



Deforestation/wildlife conservation (the impact of tourism)



The Humans in the film on Guadeloupe are about to chop down the ladybirds home in order to build a new hotel and restaurant.

- Dependant on the stage of the children hold either a teacher led class discussion listing the pros and cons of building in such an area then have a class vote on whether they should build or not.

Or alternatively, depending on stage and ability of the children, hold a class debate.

- Organise the children into two groups with one side arguing for building to support the local economy, provide jobs and incomes, the other side should be environmentalists who argue for preserving the wildlife and forest in order to protect the animals the tourists come to see. Again have a class vote to decide whether to build or not.

After the debate the children could come up with alternative ideas to encourage tourists to support the local economy whilst also protecting the wildlife.

*I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment. **SOC 0-08a***

*I have participated in decision making and have considered the different options available in order to make decisions. **SOC 1-18a***

*I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. **SOC 2-08a***

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.

HWB 1-04a / HWB 2-04a



Stem Activities Science, Technology, Engineering, Math

The travelling companions ant and spider have to solve a variety of problems during their rescue mission such as making their boat fly and float.



Balloon Challenge

Challenge the children to predict the number of balloons needed to lift a certain object then experiment with using balloons to lift the object. Were their predictions correct? Did the amount of air in the balloon make a difference?



Boat Challenge

Challenge the children to design and make a boat that floats and will support the ant and spider (toy insects or models could be used here). Limit the materials they can use, the boat needs to be waterproof and stable enough to weather a storm whilst carrying the ant and spider.

Record and discuss their end products.

I can design and construct models and explain my solutions. **TCH 1-09a**

I can recognise a variety of materials and suggest an appropriate material for a specific use.
TCH 1-10a

I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. **TCH 1-11a**

I explore and discover engineering disciplines and can create solutions. **TCH 1-12a**



Literacy Task



A Minuscule Adventure has an after credits scene. The red ants who fell into their own box and arrived in a busy restaurant in Beijing discuss what happens next. The children could use this scene as a stimulus for writing their own story or creating their own story board for *Minuscule 3* (storyboard templates can be found on <https://www.twinkl.co.uk>)

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 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



Follow up

As this is a French film production there are opportunities to develop children's French vocabulary such as Countries, Animals and Insects and Shops.

Investigate other films depicting journey searching for a lost friend or child (e.g. *Finding Nemo*).

Useful references/resources

Access a downloadable French language children's games and activities pack which includes puzzles and colouring sheets and a French language Teachers' Pack:

<http://www.le-pacte.com/france/prochainement/detail/minuscule-2-les-mandibules-du-bout-du-monde/>

Links to character and background images and information about the film and the Minuscule series: <http://www.futurikon.com/en/programme/minuscule-mandibles-from-far-away/>

Access to a wide range of short animations from the Minuscule series:

<https://www.youtube.com/user/Minuscule>

Additional resources:

<http://www.movingimageeducation.org>

<https://www.screen.scot/film-education>

<https://www.intofilm.org/resources>



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