

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource: Abulele

Levels 2, 3 and 4

Created by Ian Cameron

Discovery Film Festival: Sat 21 October - Sun 5 November 2017

[discoveryfilmfestival.org.uk](http://discoveryfilmfestival.org.uk)

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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](http://www.discoveryfilmfestival.org.uk/resources)



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## Abulele

Dir: Jonathan Geva

Israel 2015 / 1h38m

Hebrew with English subtitles

### Synopsis

Ancient legends warn children about the Abulele, enormous, furry and sometimes dangerous monsters who are able to hide among the human race by making themselves invisible except to special children who are in need of a friend. In this heartfelt family film, Adam, a young boy grieving from the loss of his brother, discovers an Abulele living in his building. But when Adam realises that it is not the Abulele but the humans who are the real monsters, he risks everything to save his friendly giant.

Cast: Yoav Sadian, Bar Minali, Idan Barkai, Makram Khoury

**Themes:** Loss, friendship

**Advisory:** Mild peril and discussions about the older brother who was recently killed in a car crash that may or may not have been the main character's (younger brother) fault.



## Before watching the film

### Activity 1 - Meeting the Director

Not all directors make feature films. Most are involved in all sorts of other film making activities including adverts, short films, documentaries etc. Make the pupils aware of this and then let them watch the clip <https://goo.gl/ctQDA4>

This is a short TV advert created by the director (Jonathan Geva) before he completed *Abulele*. Pupils should discuss the similarities and differences between making an advert and a feature film. Discussion points might include length, type of shot, narrative, colour, purpose.

This can be completed through discussion as a class or in small groups and then brought back to the class.

*To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a*

### Activity 2 - Creating the Context

Although the film is set in Israel, it has concepts that all pupils will be able to relate to. These are:

- Set in School
- Involves a young boy/child who has lost a family member
- Young boy/child who is bullied

Use these as a discussion point e.g.

- What would you expect to see in a school?
- Do you think this school will be different, why?
- Do you know any people who have lost a family member?
- Do you know how they felt?
- What is bullying?
- What might we see if there are school bullies in the film?

This can be done as a whole class activity, or in small discussion groups.

*To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a*





## After watching the film

### Activity 1 - Understanding the Text

Using information about the Abulele from the film, pupils should invent a trap for catching the Abulele. Pupils should work in groups to plan and create the trap. The plan should include any resources that would be needed to make the trap and a detailed, annotated diagram of the trap. Using junk modelling, pupils should then construct the trap.

Once the traps are built pupils should present their traps to the rest of the class, explaining how they work. Emphasis should be put on making reference to the text they have watched.

*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 – Making links with other texts

This activity encourages pupils to make links with other texts they have read/watched/listened to. As a class, discuss what they felt the main themes of the film were when they watched the movie. These might include friendship, being lonely, losing someone or coping with loss/moving on, youngsters coping with growing up etc. These should be written on a board/IWB.

Pupils should be asked to discuss with shoulder partners which texts they have accessed that have similar themes. These may include *E.T.*, *Spiderwick Chronicles*, *The Goonies*, *Bridge to Terabithia*, *Goodnight Mr Tom*, *The Velveteen Rabbit*, *Charlotte's Web*, *Where the Wild Things Are*, *How to Train Your Dragon* etc. Pupils should then fill out the activity sheet below.

*To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a*



Links to Other Texts				
Stories where the main character meets/befriends a monster/ creature	Stories where the main character has lost a close family member	Stories where a beast/creature starts as scary or dangerous, but turns out to be friendly	Stories where a creature hunted by authorities, is saved by a child	Stories where a two characters are paired up because they don't like each other and end up friends



### Activity 3

As a class, ask the pupils to remember the main characters. These should be written on the board. These should at least include Adam, Abulele, Tamar, Hani (the janitor), Mother, Father, Amichai (leader of the troops), Yair (the teacher), Dvora (head teacher) and Nir (bully).

Starting by putting Adam's name in the middle of their sheet, pupils should create a character map of all the main characters in the film, showing their relationships with Adam. Link characters that have a positive relationship with Adam with a green line, and characters that have a negative relationship with a red line. Discussion should be had about relationships with Abulele and Tamar as these change as the narrative progresses.

With more able pupils a word or phrase could be added to each line to give a reason for the colour of the line e.g. from Adam to Abulele a red line might be accompanied by "took brother's medal", and green by "saves him from teacher".

*I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.* **LIT 2-15a**



Activity 4 – The Director’s Craft/Making links with other texts



**Resources:** *E.T.* Link <https://goo.gl/Z9Hihq>

Pupils should watch the above link on Youtube. This clip from the film *E.T.* shows the first time Elliot meets E.T. Pupils should be asked to think about the various aspects of the scene including colour, type of shot (close-up, medium, long) and sounds used. After discussing these points as a class, pupils should then work in small groups to create a list of about 5 similarities and 5 differences between the meeting of E.T. and the meeting of Abulele on screen for the first time. The groups should present their findings to the class, justifying each point.

*When listening and talking with others for different purposes, I can: explain processes and ideas. LIT 2-09a*



## Activity 5 - Invent your own family of Abulele

Pupils should plan out their own family of Abulele considering size, colour, texture of each body part including eyes, legs, feet, hands, skin covering etc. Pupils will then draw out the character they have planned on a sheet of A3 paper, using as much of the sheet as possible. Pupils may also annotate the drawing to give more detail.

Using the drawing, pupils can then write a short description of their own Abulele.

Further extension could include writing about their first encounter with their Abulele, just as Adam had, considering setting, emotion/feeling and the description

*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**

*I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. I recognise the need to acknowledge my sources and can do this appropriately.*

**LIT 2-25a**



## Activity 6 – Who Helps?

Ask the class why they think the Abulele is important in the story. What role does he play with the characters? Is he the main character? If the pupils are unsure let them know the Abulele helps Adam and his family come to terms with the loss of Adam's brother. Without him the family, especially Adam, would still be struggling to with their grief and unable to move on. The main character in the story is Adam and his struggle with the belief he was the one who was responsible for the death of his brother. The presence of the Abulele helps the family to communicate with each other.

Then ask the pupils who else is helped by the presence of the Abulele. Ask them to justify their answer. Answers might include Tamar as she is able to speak about the loss of her father, Hani as he is then able to move on from his childhood encounter with the Abulele or the school as they are able to get rid of the teacher that was causing problems.

Pupils can then make a mind map of the people who help them in their day to day lives, noting the ways in which they help: socially, emotionally, provide a service. They can circle the people that they trust the most and this may lead to discussions about how different people are important for different situations.

*I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.*    **HWB 1-07a / HWB 2-07a**



## Activity 7 - Continue the story

Using what the pupils know from the story they could plan a new story arc for the small girl at the end of the story. Decisions about plot could be made by the whole class by voting with their feet.

1. Ask the class why the girl needs the Abulele, get two answers. The answers must be in keeping with the film they have watched, involving some sort of issue that needs help resolving.
2. Ask the class to stand at the left of the class if they support one answer, the right if they support the other.
3. Take 2-3 pupils from each side in turn to justify their choice. During this it should be made clear to the pupils that, if they hear a convincing answer, they are allowed to swap sides.
4. When all sides have been heard, and pupils have had a chance to vote with their feet, the side with the most dictates the first part of the plot.
5. Write the plot decision on black/white board.
6. Continue this with new statements until the plot is decided.

Using this method allows the whole class to have a voice in the planning process.

*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**



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## 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](mailto: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](mailto:sarah.derrick@dca.org.uk)