

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource: **Nelly Rapp – Monster Agent**

First and Second Levels | Created by Lindsey Law

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

**DCA**

Dundee Contemporary Arts

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EDUCATION

[discoveryfilmfestival.org.uk](https://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 21<sup>st</sup> Century Literacy/moving image texts

Each resource is free and available to download from:  
<http://www.discoveryfilmfestival.org.uk/resources>:

### ***Nelly Rapp: Monster Agent (Nelly Rapp – Monsteragent)***

Dir: Amanda Adolfsson

Sweden 2020 / 1h33m

In Swedish with English subtitles

# Nelly Rapp – Monster Agent

## Synopsis:

Nelly and her dog London are about to spend autumn break with her uncle Hannibal. Soon she notices that he doesn't live a quiet life. Her uncle is a Monster Agent. Nelly gets dragged in to an adventure filled with ghosts, vampires and werewolves...

## Curriculum for Excellence subjects themes:

Literacy & English, Expressive Arts and Health & Wellbeing.

## Advisory:

As the title suggests, there is mild threat throughout the film which is ultimately safely resolved.

There are a number of instances/incidents in the film of which teachers must be aware before seeing it. These are:

- Nelly flicks two middle fingers up an unreceptive school audience. (2.04)
- Nelly hides behind the shower curtain in the bath whilst her uncle, Hannibal, is sitting on the toilet. All done discreetly. (29.12)
- Vincent performs pelvic thrusts when he feels success may be imminent. (52.00)
- A deliberately comedic moment of male nudity as the violinist at a performance strips off and continues to perform despite the evident shock of all present. (27.48)







## Before the film

### Activity 1:

Listen to the trailer with sound only. List the sounds and sound effects heard. Does this give any clue as to the type of film/genre that it is?

Watch the trailer at:

**Nelly Rapp – Monster Agent | Official Trailer | Berlinale 2021 – Bing video**

### Activity 2:

Before the film, with Activity 1 in mind, examine the poster for clues about the principal characters who appear in the film. This may be done either by looking at it on the Promethean whiteboard, individual Chrome-books or by sharing paper copies (A3) in the tradition of horror style genre film posters of the past. This generates interest in a film. By looking at posters we already make judgements and predictions about what we think the film is about. The following activity will enable you to share these judgements and predictions.

Either a flip chart or sheet of paper with the headings 'Heroes', 'Villains' and 'Undecided' as shown underneath. Discuss in small groups what kind of character they might be and assign them a place on the chart or page. Post Its could be used to place the characters in the columns. These could then be moved if views change in the course of the following activities and ultimately at the end of the film. Equally a number of charts should be made up which demonstrate the first decisions, second and third decisions and potentially a final decision. These could be compared as a sequence and see how far predictions were correct and those which were not and why.

*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***

*When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. **LIT 1-09a***

*When listening and talking with others for different purposes, I can: share information, experiences and opinions – explain processes and ideas – identify issues raised and summarise main points or findings – clarify points by asking questions or by asking others to say more. **LIT 2-09a***

## Poster





**Predictions:**

Heroes	Villains	Undecided

*As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts. **LIT 1-05a***

*As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. **LIT 2-05a***

*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***



### Activity 3:

Once Activity 2 has been completed, please look at the following images and, after detailed discussion, allocate the characters a place on the chart. If these have changed then there should be a detailed argument as to why a change should be made.

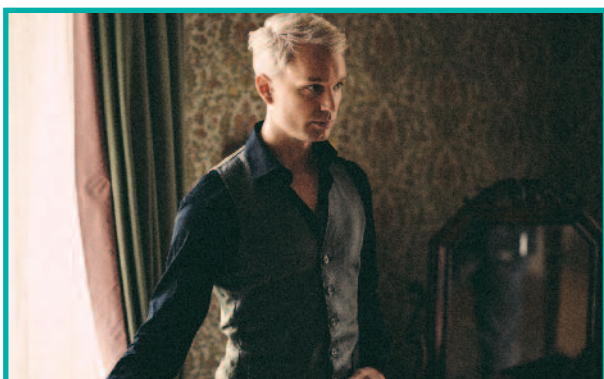
**A** Lena-Slava



**B** Roberta



**C** Vincent



**D** Werewolf



**E** Hannibal



**F** Nelly Rapp



## Activity 4:

Now watch the film trailer. It is, like the film, in Swedish with English subtitles. This will give a flavour of the film and what lies ahead for Nelly Rapp – Monster Agent.

Other characters such as ghosts and a vampire make a brief appearance too. Include them in your chart.

Now complete the chart again and see if the predictions have changed.

Trailer: [Nelly Rapp – Monster Agent | Official Trailer | Berlinale 2021 - Bing video](#)

Keep the charts for comparison after having seen the film.

*When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. **LIT 1-09a***

*When listening and talking with others for different purposes, I can: share information, experiences and opinions – explain processes and ideas – identify issues raised and summarise main points or findings – clarify points by asking questions or by asking others to say more. **LIT 2-09a***

*To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. **LIT 1-16a***

*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 the film

### Discussion points:

- 1 Where did you think Nelly was at the beginning of the film?
- 2 Was her performance successful?
- 3 Why did Nelly say the other children were not her friends?
- 4 How did Nelly's father Lennart show that he was nervous in Hannibal's house?
- 5 Nelly believes she saw a monster in the basement. Did she?
- 6 When she took Lennart down to the basement, was there a monster there?
- 7 Is Nelly afraid or excited about meeting a monster?
- 8 What does Nelly have to do to become a Monster Agent like her late mother?
- 9 Nelly follows her dog 'London' into an apparently empty house. When the person who lives there comes back, what happens?
- 10 Where does Nelly find information about the being she had just seen?
- 11 Who rescues Nelly from the werewolf?
- 12 What does Nelly suggest when Roberta says monsters don't mix anymore?
- 13 Victor wants all monsters to go to his Total Care Centre to adjust to look and be like everyone else. Is this working?
- 14 Nelly has a dilemma. Should she join the Monster Agents and become a Monster Agent herself or should she help Roberta and her friends? Which does she choose?

*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*

## Activity 1:



The type of clothes worn by a character can tell us quite a lot about them.

**Describe how Nelly Rapp is dressed when she goes to investigate the strange dilapidated house.**

**Why has she chosen to equip herself in this way?**

**What do you think it shows how she is feeling about investigating the house?**

*When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. **LIT 1-09a***

*When listening and talking with others for different purposes, I can: share information, experiences and opinions – explain processes and ideas – identify issues raised and summarise main points or findings – clarify points by asking questions or by asking others to say more. **LIT 2-09a***



Activity 2:

**Compare and Contrast.**



Here are images of Roberta, a Frankensteiner, and Nelly before they meet.

Describe how the use of colour, costume (i.e. how they are dressed) and lighting makes the two characters so different.

How have the film makers managed to show one as more approachable than the other?

*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 1-06a*

*I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06a*



### Activity 3:



Now both principal characters meet for the first time. Nelly had followed her dog 'London' into the empty house. She has heard loud clumping of feet and has hidden behind the sofa.

What does this image tell you about how Nelly feels? Give reasons for your answers.

What does this image show about Roberta's abilities? Explain your answers.

*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 2-07***

*When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. **LIT 1-02a***

*When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a***

## Activity 4:



Nelly and Roberta have now struck up a friendship and have decided to work together on opening a café. They arrange a meeting to discuss how Roberta's monster friends can help.

Nelly realizes that the Monster Agents are on their way to capture Roberta and her friends. She tries to prevent Roberta being captured. Does she succeed at first?

What radical action does she then take?

Roberta believes she has been betrayed and tries to push Victor's car on to the railway line. How does Nelly stop the strong 'Frankensteiner'?

Do you think that being a friend is as important to Roberta as it is to Nelly?

Record your answers as a series of events being reported for the local news outlets.

*I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. LIT 1-28a/LIT 1-29a*

*I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a*

*I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. LIT 2-29a*

## Activity 5:

Now both principal characters meet for the first time. Nelly had followed her dog 'London' into the empty house. She has heard loud clumping of feet and has hidden behind the sofa. What does this image tell you about how Nelly feels? Give reasons for your answers. What does this image show about Roberta's abilities? Explain your answers.

Throughout the film there is evidence of a 'light touch' where a humorous element is used in a scene to break the tension. Cut out these phrases and the 'light touches' and match them.

Phrase	Light Touch
Hannibal throws in a bulb of garlic like a grenade.	A Monster Agent has to perform a Christening in church.
The chief Monster Agent was trying to catch a frankenstiener.	A Monster Agent has to serve up a hot dog, with all the trimmings.
Hannibal tries to hypnotise Nelly. He wants her to forget what she has seen.	Nelly is offered a pickled egg.
Nelly is looking at the slightly gruesome specimen jars.	The Monster Agents are raiding Roberta's house.
The Monster Agent was hunting for two ghosts.	The chief Monster Agent crashed into the rubbish bins.
The Monster Agent is looking for the werewolf.	Hannibal puts away his pocket watch and says 'It never works anyway.



## Activity 6:

At the conclusion of the film, revisit the Heroes Villains and Undecided charts. Allocate where each of the principal characters should be. Give a reason for your answer. Compare which characters have remained where they were initially placed and those which have changed. Was this what you expected? Were there surprises? What were these? Give reasons for your answers.



## Extension Activities

Having seen a range of interesting monsters such as a vegan vampire and a self conscious ghost, think of the characteristics of a traditional monster and create one with the opposite characteristics. Be as flamboyant as possible in use of description and art work.

Devise ways in which the monsters could co-exist in the world alongside humans. For example, the werewolf worked at a hot dog stand. Later the monsters found roles working in Roberta's café.

*When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a*

*When listening and talking with others for different purposes, I can: share information, experiences and opinions – explain processes and ideas – identify issues raised and summarise main points or findings – clarify points by asking questions or by asking others to say more. LIT 2-09a*

*I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.*

**HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a**

## Activity 7:



In small groups discuss and note down on Post it's the attributes which a friend should have. As a class compare your answers and see how many attributes you have in common.

Create a word collage with your agreed answers.

*I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.*

**HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a**

*I value the opportunities I am given to make friends and be part of a group in a range of situations.*

**HWB 0-14a / HWB 1-14a / HWB 2-14a / HWB 3-14a / HWB 4-14a**

*I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.*

**HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a**



## Activity 8:

### Creating Patterns in film.

Films will use carry the narrative forward by creating patterns in the story. Create a series of lists and include these in your results. For example, the use of torches. Describe as many characters who use torches as you can remember throughout the film. Another repeated pattern is the use of a crossbow. List at least two characters who fired the crossbow at different times.

Another pattern is that of a bat, either as a picture or model. Examples below are of the Monster Agent badge. List other examples of bats seen during the film.



*When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02a*

*When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a*



## Activity 9:

### Behind the scenes.

Here is a behind the scenes picture of Victor about to act in the scene with Roberta. Describe all the film equipment, lighting and positioning of these. Do you remember what he then does and where he is in relation to the camera? Do you think it is easy acting in front of a camera?



As a class, either re-create a scene from the film and then record it using a digital video camera, noting positioning, movement and framing of the scene with reference to the camera.

Watch back the results and see what would help to improve this. Was it as easy as you imagined it would be? Share your reactions.

*I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. **EXA 1-14a***

*I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere. **EXA 2-14a***

## Activity 10:

When you hear the title ‘Film Director’ what sort of people and things spring to mind?

Brainstorm your answers on Post Its and discuss as a class group.

Now show the images of the director of Nelly Rapp.



In pairs describe what you see in the two images of the director of Nelly Rapp at work. Is there anything about them that surprised you? Now share your observations and comments with the rest of the class.

The message of the film is not only about the importance of friendship and doing the right thing but also that we should not judge by appearances and should avoid making assumptions. This can include the roles/jobs people do in real life as well as judging or misjudging people by their appearance.

*I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.*

**HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a**

## Other films to explore.

Films which explore some of the same themes are: *The Addams Family*, *Men In Black* series, *Goosebumps*, *Monsters Inc.*, *Muppets Haunted House*, *Hocus Pocus* and *The Spiderwick Chronicles*.



## 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](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)**