DISCOVERY FILM FESTIVAL

Scotland's International Film Festival for Young Audiences



Teachers' Resource Pack:

Shorts for Middle Ones 2023 – Vacht (Fur)

First and Second Levels | Created by Tinike Dingwall

Discovery Film Festival: Sat 21 October – Sun 5 November 2023

DCA

Dundee Contemporary Arts







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:

Vacht (Fur)

Dir: Madeleine Homan

The Netherlands 2022 / 5m21s

Dutch with English subtitles

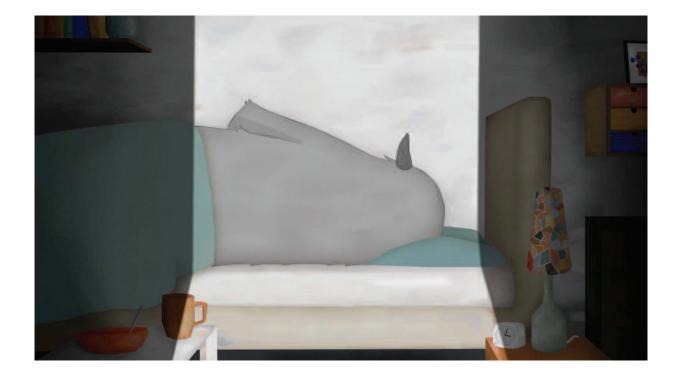
Vacht (Fur)

Synopsis:

A girl pursues a connection with her sister, who is covered by a strange grey fur. It is soft and uncanny at the same time. It grows between them, and they drift further apart from each other

Teacher's notes:

A film which introduces the topic of mental health issues from a child's point of view.



Before watching the film

Activity 1:

This film thinks about feelings a lot. Make a list of things which make you feel happy and sad. Are your lists the same as others? If not, why do you think all our lists are different?

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**

Look at this image of the two main characters? What words would you use to describe them?



Before watching the film

Activity 2: Health/Wellbeing

In the film one of the sisters is very unhappy. How do you know this?

https://www.bbc.co.uk/newsround/38082989

A good video to introduce the topic of depression.

https://www.youngminds.org.uk/young-person/mental-health-conditions/depression?gclid =EAlalQobChMlk4epg7SdgAMVKZJoCR0S2g93EAAYAiAAEgJxpfD_BwE#Whatisdepression

Depending on age pupils can look at through this website themselves or you may wish to look at sections as a class. Discussing what depression is and some of the things that can be done to help support young people and their families.

Task: pupils to make up leaflets on what depression is, how to get help and how to support others.

I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.

HWB 0-03a / HWB 1-03a / HWB 2-03a

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 0-04a / HWB 1-04a / HWB 2-04a

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.

HWB 0-06a / HWB 1-06a / HWB 2-06a

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**



Activity 3: Art & Design

The film changes from coloured animation to blue and white line only animation.





Activity 3: Art & Design cont.

Why do you think these different types of animation are used?

(The line animations are what is happening in the girl's head/imagination and the other coloured animations are real life).

Which do you prefer and why?

Task: What line animation would you add to the end of the film to change things? Use blue paper and chalk to copy the style of the film.

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 4: Writing from another point of view

In the film one sister speaks throughout giving her point of view on events etc. Think about how the other sister is feeling throughout and write from her point of view.

Use the sensory scene setting sheet (Appendix One) to think about how the other sister may be experiencing the world.

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**

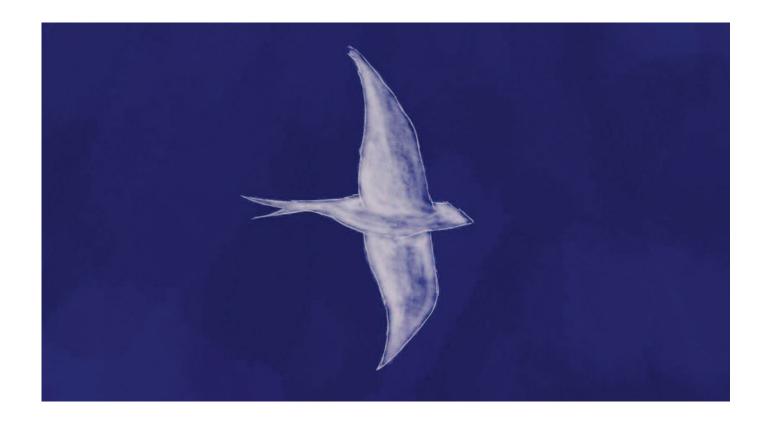


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Appendix One

Sensory Scene Setting

SEE	HEAR	SMELL	TOUCH	TASTE



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