

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack:

Shorts for Middle Ones 2023 – Apocalypse Dog

Second Level | Created by Ian Cameron

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

DCA

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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:

<http://www.discoveryfilmfestival.org.uk/resources>



Apocalypse Dog

Dirs: Aziliz Le Clainche, Camille Nasarre, Jing Qian, Juliette Barraux, Emma Plumey, Lucile Arnaud, Solène Cauchie

France 2022 / 7m25s

No dialogue

Synopsis:

Trawling across the arid desert of a post-apocalyptic world in their ramshackle car, a survivor (Bob) and his dog (Pasha) realise they are in need of sustenance. In the distance, they spy what looks like a city that has survived the destruction. Upon closer inspection they discover an oasis in the desert. Looking for a quick easy meal, the survivor discounts the oasis and walks back to the vehicle, only to find that his dog has sensed something within the island of green that may be the answer to their prayers. The survivor is led (reluctantly) through the maze of trees and shrubbery.

Along this journey the companions part ways, falling out over the best way to continue. On his own, the dog finally reaches his quarry and finds the much-needed food to keep him sustained. However, it proves to be far more of a quest than he had anticipated, unleashing a dangerously unexpected twist to the story.

Will the friendship be healed? Will the dog survive? Will the duo find the food they need?

This tale is told with no discernable spoken language and is a visual treat in 3D animation.

Themes:

Friendship, survival, journey



Before the Film

Activity 1: Prediction

Resources: Activity Sheet 2 Apocalypse Dog trailer <https://youtu.be/j84buXmNsBM> pencil, scrap paper/jotter

Pupils should watch the trailer and discuss in pairs, or small groups, what they think the film will be about. They should include the setting (where and when), the characters, and their relationship with each other. They should include evidence from the trailer to justify their answers. These ideas could be noted down on a jotter or scrap paper. Opportunity should be given to share ideas in the wider class setting.

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: Questions to Ask

Before going to watch the film at the cinema, pupils should consider some of the following questions to help them make sense of the film. These can be answered as a class or in pairs with time to share their thoughts with the wider class.

What does friendship mean?

What things do you do for your friends?

What do they do for you?

What pets do you have?

What pets would you like?

What responsibilities would you have with a dog as a pet?

What does Apocalypse mean?

What films/stories have you seen/read that are set in the Apocalypse?

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



After the Film

Activity 1: **Investigating Character: what does friendship mean?**

Resources: A4 paper, pencils

In the film, the two characters start off as the best of friends. However, as the film goes on they argue and fall out. Bob eventually comes back to save Pasha and, in turn, Pasha sacrifices his food to save the life of his buddy.

Ask the pupils to work in small groups to decide what it means to be a friend to someone. They should make a list of all the things they think friends should do. These might include: playing games with you, talking about things you like, sharing toys, sharing snack, supporting each other etc.

Pupils can then design their own friend on a sheet of paper, annotating their attributes that would make them a good friend.

*I can: discuss structure, characterisation and/or setting. **ENG 2-19a***

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 2-05a



Activity 2: **Inventing a Game**

Resources: A3 paper, jotters, pencils, cardboard boxes etc (for extended activity), How to Become a Games Designer – <https://youtu.be/PMXf0e8n2Oc> (optional)

When Bob and Pasha are first negotiating the jungle, how we (as the audience) see the action play out changes. Ask the pupils how this changed. Answers might include, “viewed from the top”, “felt like a computer game”, “the sounds changed”, “the characters looked more 2D/different”.

Working in pairs, pupils should invent a game level. At this point pupils could watch the first 3:08 of the clip listed in the Resources section, to see what games designers do. They should decide what genre of game they will use. This might include platform, maze, first-person, escape room etc. If pupils are unsure what to choose, platform or maze would be the easiest to plan a level for. Pupils should think about the characters and how they will interact with the level and what obstacles might be in their way. Do they need to navigate things to jump over? Are there gaps in the path? How does their character know which way to go? Do they get a choice of which character to play with? How would this change the gameplay?

A level must have:

- A clear start point
- A clear end point
- Lead the character to the end point
- Have a way of losing lives/energy
- The feel of the film
- “Furniture” created for it (i.e. the plants/path/background etc).

Extension1:

This activity could be done as a one-off activity or extended over a number of inputs with pupils creating and physically building their levels, as a design/STEM challenge. If done this way, pupils may want to think about adding extra details that are maybe not in the film but feel part of the film, e.g. extra small monsters that are causing the pair issues on their journey. This would be similar to what games designers do with a film to game conversion.

Extension 2:

Program the game. see ***Other Activities***

I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a

I can create, develop and evaluate computing solutions in response to a design challenge. TCH 2-15a



Activity 3: **What Happens Next?**

Resources: Activity Sheet 1, pencils

Pupils should think about the film and decide, when the car goes over the brow of the hill at the end, what happens next. We, as the audience, are not allowed to view this but we do see the explosion. Pupils should use **Activity Sheet 1** to plan out their ideas.

In the first box, pupils should write down all the possible things that might have happened. Then, as a small team, they should share their ideas and decide on one idea that they think would make the best continuation of the story. These should be shared with the class and voted on, to create a shared story narrative.

Using the second part of the sheet (or the agreed writing system that your school uses) to plan out their story, pupils should then develop the idea further. This could be done in pairs, small groups, or individually.

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

Activity 4: **What do you Need to Survive?**

Resources: Activity Sheet 2a+2b, pencils, scissors, paper

Pupils should discuss as a class what things Bob and Pasha might have in their car as they are travelling along? What important things might they need to take with them? What things might be considered luxury items? What do we know about the environment they are travelling in? Why are they wearing what they are wearing?

Pupils should cut out the 9 individual boxes from **Activity Sheet 2a** and arrange them in a diamond 9 shape, with the most important at the top and the least important at the bottom. They should then compare answers with their shoulder partners. As a pair they should come to a consensus about the order they should be placed in. Pupils should be reminded that the ability to justify their answers is extremely important as they will be sharing their ideas as a class.

When all pairs have their decisions made, the teacher should lead the class in sharing their ideas and facilitate a class discussion to come to agreement about what the best order would be.

Pupils should then be given the chance to plan out their own survival pack. They should be restricted to 15 items that they would find in their house or the classroom to pack in an imaginary rucksack. The items must be able to fit in the rucksack (so no beds or microwaves etc). These should be drawn on **Activity Sheet 2b**.

I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. HWB 2-18a



Other Activities

Digitise the Characters

Recreate the characters in Scratch, included on all Dundee City Council PCs or accessed online here [Scratch](#).

Create the Game

Create a simple computer game for part of the story. This can be done using Scratch, included on all Dundee City Council PCs or accessed online here [Scratch](#). This tutorial would be a good place to start. <https://projects.raspberrypi.org/en/projects/boat-race>

Character Interviews

Pupils work in pairs to interview one of the characters from the film. One person is the interviewer, one the character. 5 pertinent questions should be decided on before the interview.

A Better Way for Bob and Pasha to Travel

Pupils should consider the car that the pair are travelling in. Design a better vehicle for their needs. It should make it easier for them to navigate around the apocalyptic world they are in.

Activity Sheet 1: **What happens next?**

Write down all the possible reasons for the explosion that happened at the end of the film. Any idea should be a “good fit” for the story, but use your imagination.



Constructing the story

Beginning

.....
.....

Middle

.....
.....

End

.....
.....

Activity Sheet 2a: **What do I need to survive?**

Compass

Food

Sunscreen

**Shelter
(tent, etc.)**

Friend

**Portable
Toilet**

Clothes

Water

Vehicle

Activity Sheet 2b: **What do I need to survive?**

Fill your rucksack.

What items do you need in your rucksack.





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