

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack: **Shorts For Wee Ones 2023 – The Turnip**

Early Years and First Level | Created by Mhairi Kettles

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

DCA
Dundee Contemporary Arts

DUNDEE
ONE CITY, MANY DISCOVERIES

CREATIVE LAND SCOT
ALBA | CHRUTHACHAIL

discoveryfilmfestival.org.uk

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With support from the DCA Cinema and Learning teams



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>:

The Turnip (Naeris)

Dirs: Piret Sigus, Silja Saarepuu

Estonia 2022 / 7m 12s

No dialogue



The Turnip (Naeris)

Synopsis:

Based on an old Slavic folktale, this short film demonstrates the view and experiences of the creatures living amongst the roots of vegetables planted by those on a farm.

A beautifully crafted short which explores the power of teamwork and determination from a different perspective.



Activity 4: **Expressive Arts (Art)**
Exploring Colour and Texture

The beautiful images in the film show various colours and textures. The humans and animals above ground are shown in black and white with the animals below in bright colours. Discuss the following with the children:

- Why do you think the creators have chosen to do this?
- What do the images look like?
- How have they been created?

Children can create their own creatures using various textures, fabric scraps, materials, loose parts, and junk modelling.



*I have the freedom to discover and choose ways to create images and objects using a variety of materials. **EXA 0-02a***

*I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. **EXA 1-02a***

*I enjoy experimenting with a range of textiles. **TCH 0-04b***

*I am developing and using problem solving strategies to meet challenges with a food or textile focus. **TCH 1-04c***

Activity 5: **Creating Text**



The film ends with the turnip flying into the air!

Ask children to think, pair, share ideas for what will happen next and add key words to the board as a word bank.

Children can use the templates to draw what happens next and write a sentence, or more.

Discuss features, such as layout, interesting vocabulary, punctuation, making sure it makes sense

*I enjoy exploring and working with foods in different contexts. **TCH 0-04a***

*I can use a range of simple food preparation techniques when working with food. **TCH 1-04a***

*Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. **LIT 0-26a***

*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***

Activity 6: **Technology and Literacy**

Step 1

Make a Turnip Dish (e.g. soup) and Write a Recipe

This can be done as a class, in groups, or as a homework activity.

WARNING – children will need adult supervision to handle knives and to use anything hot, such as a hob or kettle.

The teacher, and/or pupils, can discuss turnip recipe options (soup and crisps can work well).

Allow children to peel, measure and cut the ingredients. They can also taste and smell the ingredients before and during cooking.

Once completed (and tasted!) children can create a recipe of instructions.

Recipes can be found here: [\[turnip\] Results from Allrecipes](#) or from another search engine.



*I enjoy exploring and working with foods in different contexts. **TCH 0-04a***

*I can use a range of simple food preparation techniques when working with food. **TCH 1-04a***

*I can use a range of tools and equipment when working with textiles. **TCH 1-04b***

*Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. **LIT 0-26a***

*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***

Activity 7: Digital Learning and Expressive Arts (Drama)

Create a News Report

Children will plan, act out and record a news report.

Ask them to think about:

- What story will you tell? Will you focus on the insects or the humans and animals above ground?
- Will you interview characters? What questions will you ask?
- Will you need costumes, props, scripts, etc.?
- Will you record it using an iPad? Could you use an app, such as iMovie, to add sounds and text?

I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts. TCH 0-01a

I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts. TCH 1-01a

I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama. EXA 0-12a

I enjoy creating, choosing and accepting roles, using movement, expression and voice. EXA 1-12a

Watch some Newsround clips for ideas [Watch Newsround – BBC Newsround](#)





Activity 8: **Expressive Arts – Music**

Create a Sound Story

Sound plays an important part in any film. Is there dialogue? Is there music? Does the music change? Do creatures have specific noises?

With the children, pick instruments or sounds to match animals and events in the story. Watch the story with the sound off and add your own background music to tell the story.

For example, a drumroll for each pull of the turnip and a cymbal when it flies through the air.

Children can discuss instruments and their suitability for different characters and events, then perform together. This can be done as a class, or in groups.



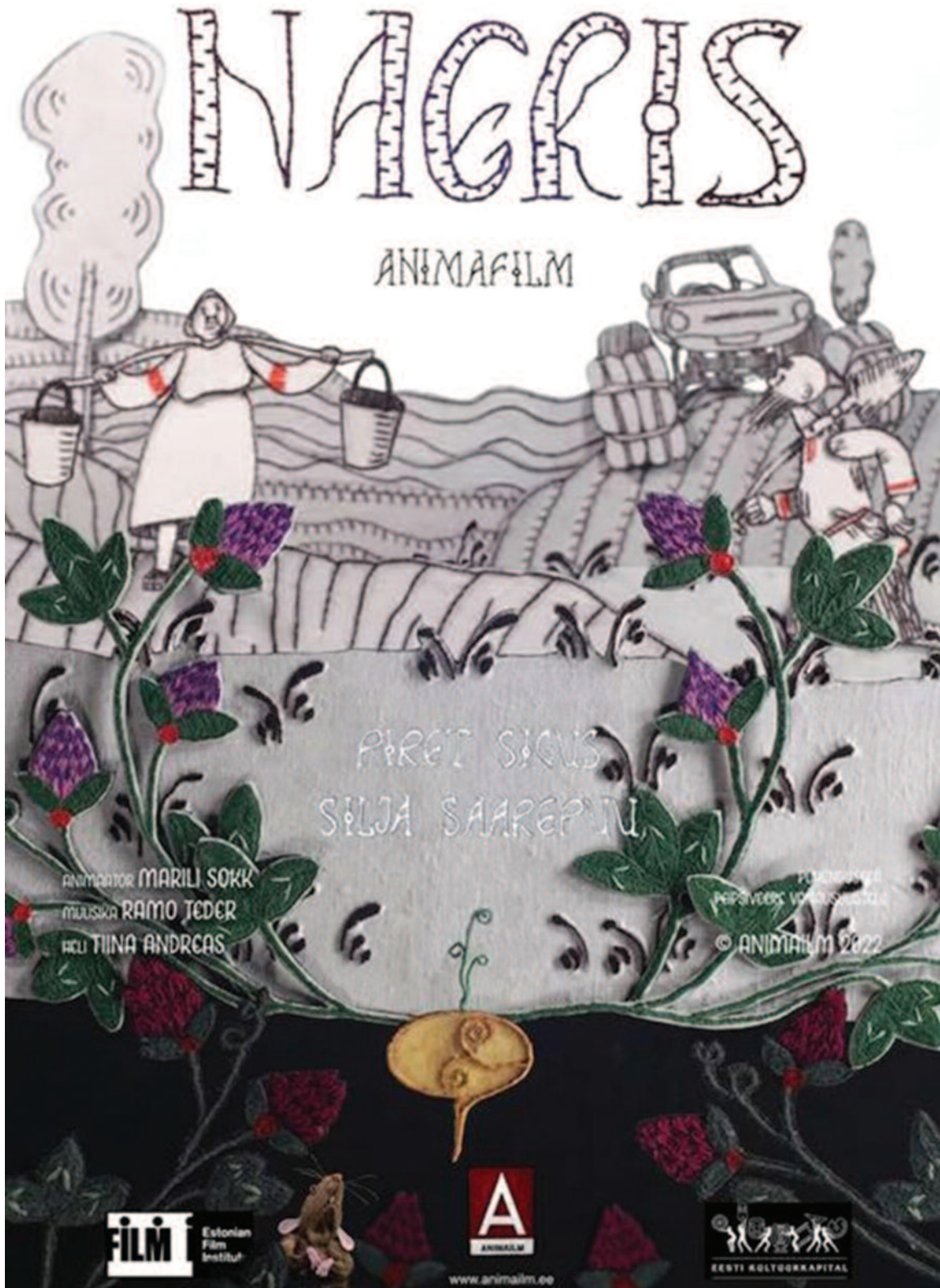
I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. EXA 0-17a

I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. EXA 1-17a

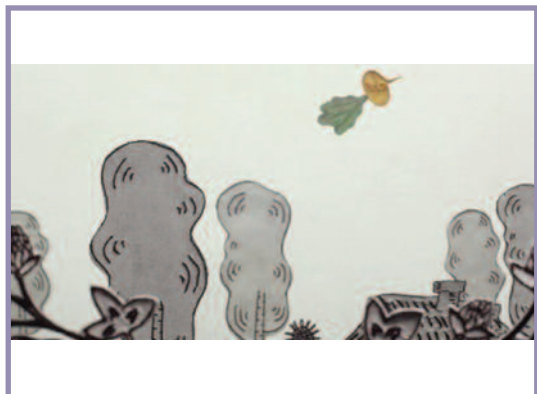
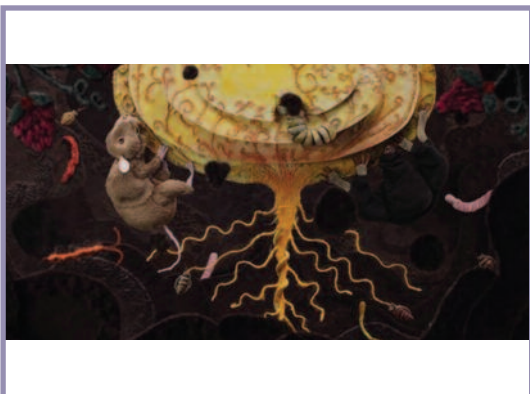
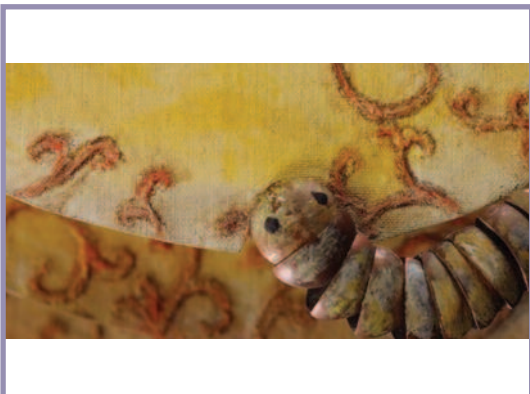
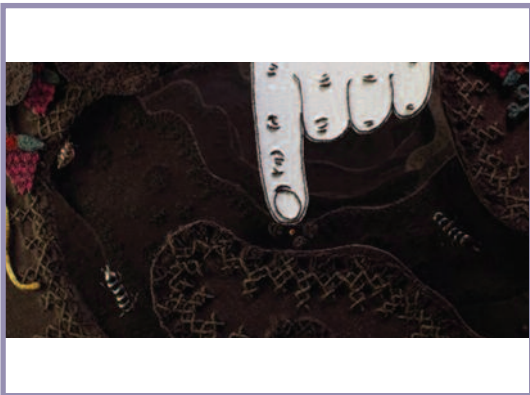
Additional Activity Suggestions:

- Vegetable printing
- Turnip creatures
- Planting and discussing different seeds
- Shadow Puppets
- Teamwork challenges
- Link to textile artists
- Compare to *The Gigantic Turnip* story by Aleksei Tolstoy e.g. <https://www.youtube.com/embed/OkOL7U6eAog>
- Farm role-play and masks
- Minibeast Hunt
- Push/Pull language
- Write a script
- Retell the story through drama
- Sewing and threading skills

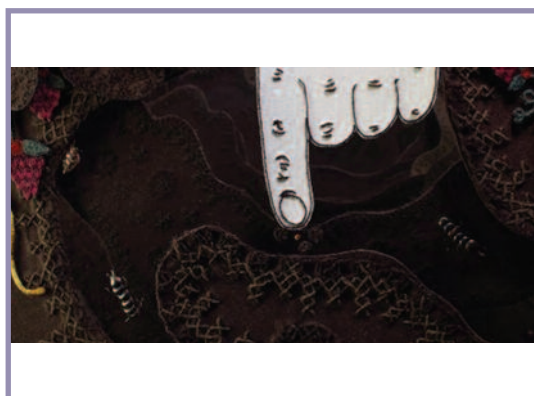
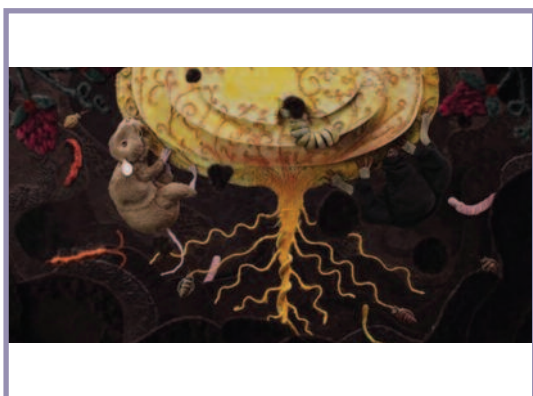
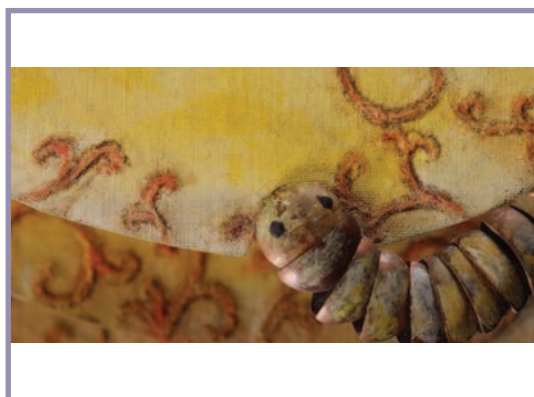
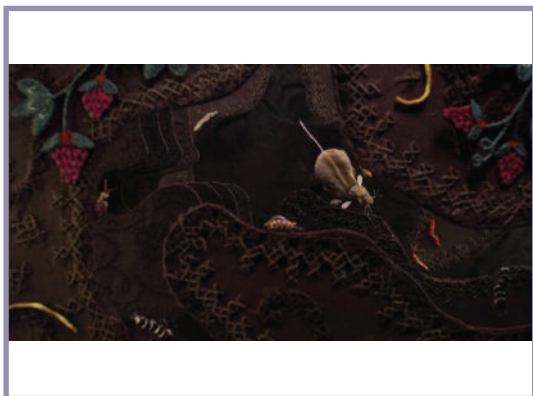
Activity 1 and 2 **The Poster**

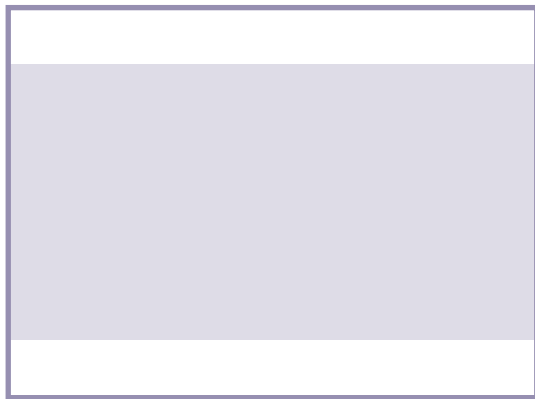
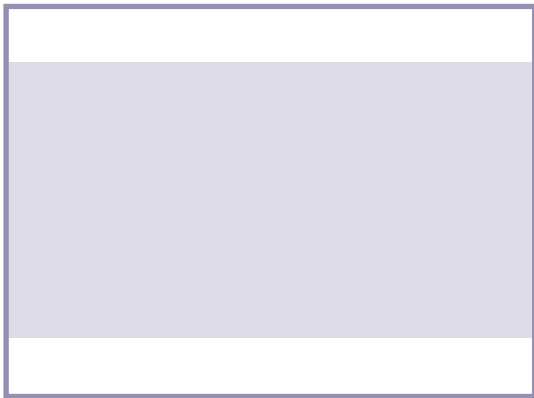


Activity 3 **Sequencing Images (In order)**



Activity 3 Sequencing Images (Not in order)







Activity 5 **What Happens Next?**



Empty rounded rectangular box for a title or short answer.

Large empty rounded rectangular box for writing a story or answer.

Four horizontal lines for additional writing or notes.





Activity 5 **What Happens Next?**



Empty rounded rectangular box for a short answer.

Large empty rounded rectangular box for a longer answer.

Seven horizontal lines for writing.





Activity 5 **What Happens Next?**

[Empty rounded rectangular box for a title or subtitle]

Equipment:

[Empty rounded rectangular box for listing equipment]

Ingredients:

[Empty rounded rectangular box for listing ingredients]



Method:

[Eight horizontal lines for writing the method]





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