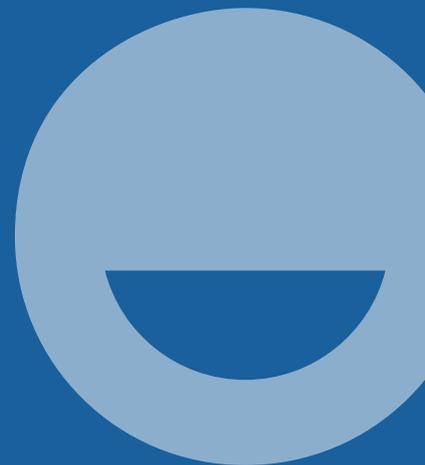


DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: **Shorts for Middle Ones 2021**

First and Second Level

Created by Created by Helen Appleyard, Ian Cameron, Lindsey Law, Sarah Sturrock
and Sonia MacEwan

Discovery Film Festival: Sat 23 October – Sun 7 November 2021

DCA

Dundee Contemporary Arts



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Shorts for Middle Ones 2021

- ***Latitude du printemps (A Tiny Tale)***, 2020, dirs. Sylvain Cuvillier, Chloé Bourdic, Théophile Coursimault, Noémie Halberstam, Maÿlis Mosny, Zijing Ye, France (7'33") – no dialogue
- ***Migrants***, 2020, dirs. Hugo Caby, Antoine Dupriez, Aubin Kubiak, Lucas Lermytte, Zoé Devise, France (8'17") – no dialogue
- ***O28***, 2019, dirs. Otaïa Caussé, Geoffroy Collin, Louise Grardel, Antoine Marchand, Robin Merle, Fabien Meyran, France (5'18") – no dialogue
- ***Matilda ir atsargin? galva (Matilda And The Spare Head)***, 2017, dir. Leonid Shmelkov, Estonia (2'56") – no dialogue
- ***Cliffhanger***, 2020, dirs. Diederick Geers, Jelle Janssen, Jasper Loos, The Netherlands (2'15") – no dialogue
- ***Dinosaurs: The True Story***, 2020, dir. Paul-Louis Aeberhardt, France (4'22") – no dialogue
- ***Wild West Compressed***, 2019, dir. Christian Kaufmann, Germany (2'39") – no dialogue
- ***Un caillou dans la chaussure (A Pebble In The Shoe)***, 2020, dir. Eric Montchaud, France (11'28") – no dialogue

This annual collection of short films for those aged eight and above is always a mix of animation styles and content that promises something for everyone. At times madcap, at other times very serious, there is no predicting where we will travel next. This year we have stories from Germany, Lithuania, the Netherlands and more than a couple from France but each brings an element of the universal – even to those of us who have never been stuck on a runaway tram in Lisbon...

There are tales of characters that are forced to journey to strange new worlds in search of fresh starts in life, and one about a dog that is left to fend for itself and instead finds a whole new family. We learn the truth about dinosaur extinction (allegedly) and what happens to Matilda when her head is so full of knowledge her mother has to find her a spare one. And there are a couple of stories that remind us how important big screen entertainment has become to us, and how a smartphone sometimes just won't do!

Only one of the films uses any dialogue, and that one comes with handy subtitles for those of us who don't speak Lithuanian.

Here at Discovery, we've been promoting the use of short films in the classroom for a wee while now. If you're not quite sure how these films can be used in your learning environment, please do have a look at the accompanying resource pack written for teachers by teachers and free to download from the festival website.

For each of the eight films we have some great resources, background information and a series of class activities for both before and after your film experience.



Latitude du printemps (A Tiny Tale)

Directed by Sylvain Cuvillier, Chloé Bourdic, Théophile Coursimault, Noémie Halberstam, Maÿlis Mosny and Zijing Ye

France 2020 / 7'33"

No dialogue

Activities created by Helen Appleyard

Curriculum for Excellence subjects/themes

Friendships / Literacy / Perseverance / Animation

Synopsis of film

This short 7 min animation is a tale of a dog abandoned and chained to a lamp post by the road side. The dog meets a young boy who is fascinated with space. The tiny tale is about their developing friendship and their encounter with a cyclist on her daily training route.

Before the film

Either watch the trailer or show the children the poster, ask them to predict what they think the film might be about, who the characters are and what happens to them.

You can watch a short trailer here: <https://youtu.be/FYGWeverf4o>



LATITUDE DU PRINTEMPS

Chloé Bourdic • Théophile Coursimault • Sylvain Cuvillier
Noémie Halberstam • Maïlis Mosny • Zijing Ye

Activity suggestions

Collect some comic for the children to explore, look at the features of a comic.

Look at the similarities between the films use of boxes and a comic strip style of storytelling.

- How do they tell the story? How does the film differ from a comic?
- What else does the film use to tell the story (pop up pictures)?
- Do the pop ups add or detract from the story?

Ask the children to create their own story using random characters from a toy box they can draw it using a comic strip style.

Comic strip templates can be found here: [Comic Strip Templates | Teaching Ideas](#)

Alternately use real toys and choose an outside setting to take photographs of scenes to create a story and use an app such as PicCollage to put the images together into a story.

Design simple icons to add to the story like the film to add extra details.

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

I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. LIT 1-24a

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

Discussion Questions?

The boy is trying to launch a rocket to reach the moon. Ask the children to design their own rocket think about the shape and style of their rocket. They can add detail and colour to their design and label the important features (worksheet attached). This design could then be used to create a 3D model using a variety of media.

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 1-05a

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



Design a Rocket

**Design your own space ship.
Can you label the important features?**





Migrants

Directed by Hugo Caby, Antoine Dupriez, Aubin Kubiak, Lucas Lermytte and Zoé Devise
France 2020 / 8'17"

No dialogue

Activities created by Sonia MacEwan

Synopsis of film

Two polar bears are forced to migrate from their home due to global warming. They find themselves in an unknown environment, very different from their own, where they encounter bears of a different type. Will they welcome them or will they face more challenges as they adapt to their new habitat?

Teacher Advisory

This film explores the issues faced by migrants. The theme, together with some of the video clips in the activities, may be unsettling for some pupils.



Before watching the film

Activity 1: Sound on/Screen off Creative Writing

Resources: A4 paper or jotters, Appendix 1, Appendix 2, Appendix 3, pencils, colouring pencils/pens.

Part 1:

IMPORTANT: Do not let the pupils see the screen! LISTEN to the first 51 seconds of the film. While they listen, pupils will take notes on what they think they can hear. Who do they think the main characters are? Where do they think the story is set? What do they think is happening right now? What has just happened before that got the characters to this point? Complete the sections on the sheet in Appendix 1. Encourage pupils to use lots of description.

Part 2:

Pupils should now create a detailed drawing of the main character and the setting. Encourage them to use lots of adjectives, similes or metaphors to describe them in the tables in Appendix 2.

Part 3:

Pupils can now use their notes from Part 1 and their drawings from Part 2 to create a story based on what they think they can hear in the clip. They can structure their story using the story mountain in Appendix 3.

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
Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a

After watching the film

Activity 1: Why do people leave their home country?

Resources: Large sheets of paper, Appendix 4, pens, scissors.

First of all, discuss with the class what they think a migrant is. They should think of clues that were in the film to help them.

Watch the video explaining migration at: [History KS1 / KS2: Migration – BBC Teach](#). Now look at the definitions at the top of the page, and the explanation of ‘push’ and ‘pull’ (don’t show them the image just yet!) on the BBC website: [Cause and effects of migration – Population and migration – KS3 Geography Revision – BBC Bitesize](#).

Now divide the class into groups of 4. Give each group a large sheet of paper and pens. They should split the paper in half with the titles ‘Push Factors’ and ‘Pull Factors’ on each half. Give each group a copy of the factors in Appendix 4 and ask them to sort them into either ‘push’ or ‘pull’. Could any be in both columns? Can they think of anymore?

Once they have had time to think of some factors, show them the image on the BBC website and discuss their answers.

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 2: Welcome Leaflet

Resources: A4 paper, Appendix 5, pencils, colouring pencils/pens. Optional: iPads, Chromebooks or other suitable devices.

ASK: Are migrants welcomed to the country? Why?

Watch the video at: [\(4486\) British Red Cross – 'I Am A Human' – YouTube](#). Think about how migrants must feel when they leave their home countries to start a new life somewhere else. They have often left in a hurry, without family, have very little belongings with them and end up in a country where they don't speak the language. As well as this, they often then face issues such as discrimination and racism.

Now look at the 'Advantages & Disadvantages' section at: [Cause and effects of migration – Population and migration – KS3 Geography Revision – BBC Bitesize](#).

Each pupil will now create a leaflet welcoming migrants to their local area. They could use the internet to research each area in Appendix 5 and take notes. They should include a friendly image on the front cover and relevant information in each section. They could also create a digital leaflet on a Chromebook or other device.

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

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. **LIT 2-24a**

I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. **TCH 02-02a**



Activity 3: Climate Change & Polar Bears

Resources: Paper/jotters for note taking, Appendix 6, pencils, large paper or card for posters, colouring pencils/pens,

Optional: iPads/Chromebooks or other suitable devices.

Explain to pupils that in this activity, they will explore climate change and the effect on polar bears. Introduce the concept using the presentation by [WWF at: WWF_KS2_Lesson1_Presentation_v3.pdf](#). This is interactive – watch out for video clips and parts to click on for further information and photographs. Pupils should take notes throughout to help them complete the activity. There is a note taking template in Appendix 6.

Now show pupils the following video:

[Polar Bears and How to Save Them | Mission Animal Rescue – YouTube.](#)

Explain to pupils that they are going to create one of the following to explain how climate change is affecting polar bears. They should include tips on what we can do to help. They could then present their projects to the class.

- Poster (individuals) – least challenging
- Information Leaflet (individuals) – slightly more challenging
- Short Video (groups) – most challenging

They can use the following websites to help if they have access to iPads, Chromebooks or other technology to supplement the information they have learnt from the presentation:

[13 ways to save the Earth from climate change \(nationalgeographic.com\)](#)

[Climate change \(nationalgeographic.com\)](#)

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 consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a

I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. TCH 02-02a

Activity 4: Cubism Art

Resources: A4 white paper, pencils, black handwriting pens, colouring pencils/pens in hot and cold colours.

Cubism is a type of art. The movement, which was founded by Pablo Picasso and his close friend Georges Braque in 1907, was a radical breakthrough in art that undermined nearly five centuries of tradition. Have a look at some examples at the following link and discuss them with pupils:

Cubism art – Bing images.

In the film, the polar bears were forced to move from their cold polar landscape to an unfamiliar hot country. Pupils will create an image of a polar bear in the cubism style using hot and cold colours. They should show either the polar bear in hot colours and the background in cold colours, as in the video clip below, or alternatively they could depict the polar bear in the cold colours and the background in hot colours. Watch the instructional video clips below with the pupils who will follow the instructions to complete their image.

(4499) Polar Bear 5th, Pt. 1 – YouTube

(4499) Polar Bears 5th, Pt. 2 – YouTube

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

EXA 0-07a / EXA 1-07a / EXA 2-07a / EXA 3-07a

I can create and present work that shows developing skill in using the visual elements and concepts.

EXA 2-03a





Activity 5: Compare & Contrast Brown Bears & Polar Bears

Resources: iPads/Chromebooks or other suitable devices to carry out research, large paper or card for posters, pencils, colouring pencils/pens, Appendix 7.

Explain to pupils that they are going to carry out some research into the differences between brown bears and polar bears. They can use the following websites to find information, which they can record on the planning sheet in Appendix 7. They should create a poster with information that compares and contrasts the two types of bear.

Brown Bear (nationalgeographic.com)

Polar Bear photos, facts, and map (nationalgeographic.com)

You could show them examples of information posters in the following images:

2dcdcd05513eaab2fbc4c179525222d8.jpg (270×350) (pinimg.com)

a2639d0f65d0762d31f64ebb7c5ff7c1.jpg (1000×630) (pinimg.com)

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

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

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a

I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. TCH 02-02a



Activity 6: Compare & Contrast Migrant Journeys

Resources: iPads/Chromebooks or other suitable devices to carry out research and create a presentation, Appendix 8.

This should ideally be completed after Activity 1 which explores migrants and why they leave their home countries.

Watch the video featuring brief clips from people who migrated as children: **Voices Past and Present – Stories of Child Migration – Child Migrant Stories**. As a class, discuss the following questions:

- 1 Why did they leave their home countries?
- 2 How did they feel about leaving home?
- 3 What issues did they face in their destination countries?
- 4 Do you think their destinations countries were like they imagined they would be? What evidence is there in the video to make you think that?
- 5 How do you think they felt in their new homes?

Recap the places that the migrants left, writing them on the whiteboard:

- El Salvador
- Bangladesh
- Rwanda
- Turkey
- Brazil
- India
- Poland
- Southern Ireland
- Jamaica
- Somalia

Divide the class into 10 groups. Allocate each group 1 place from the list. They will then work together to create a presentation to share with the rest of the class. Their presentations should include the following (see Appendix 8 for a template):

- Country location (use an atlas/Google Maps to find it)
- The journey they would've possibly made
- Calculate the distance to the UK
- Compare and contrast the country to the UK, eg climate, population, employment, cost of living, education etc.

*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***

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

*I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. **LIT 2-24a***

*I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. **TCH 02-02a***

Appendix 1 **Sound on Screen off Listening Activity**

I can hear:	
Characters:	Setting:
What is happening now:	What has just happened – how did they get there?



Appendix 2 **Character and Setting Development**

Draw a detailed drawing of your character:

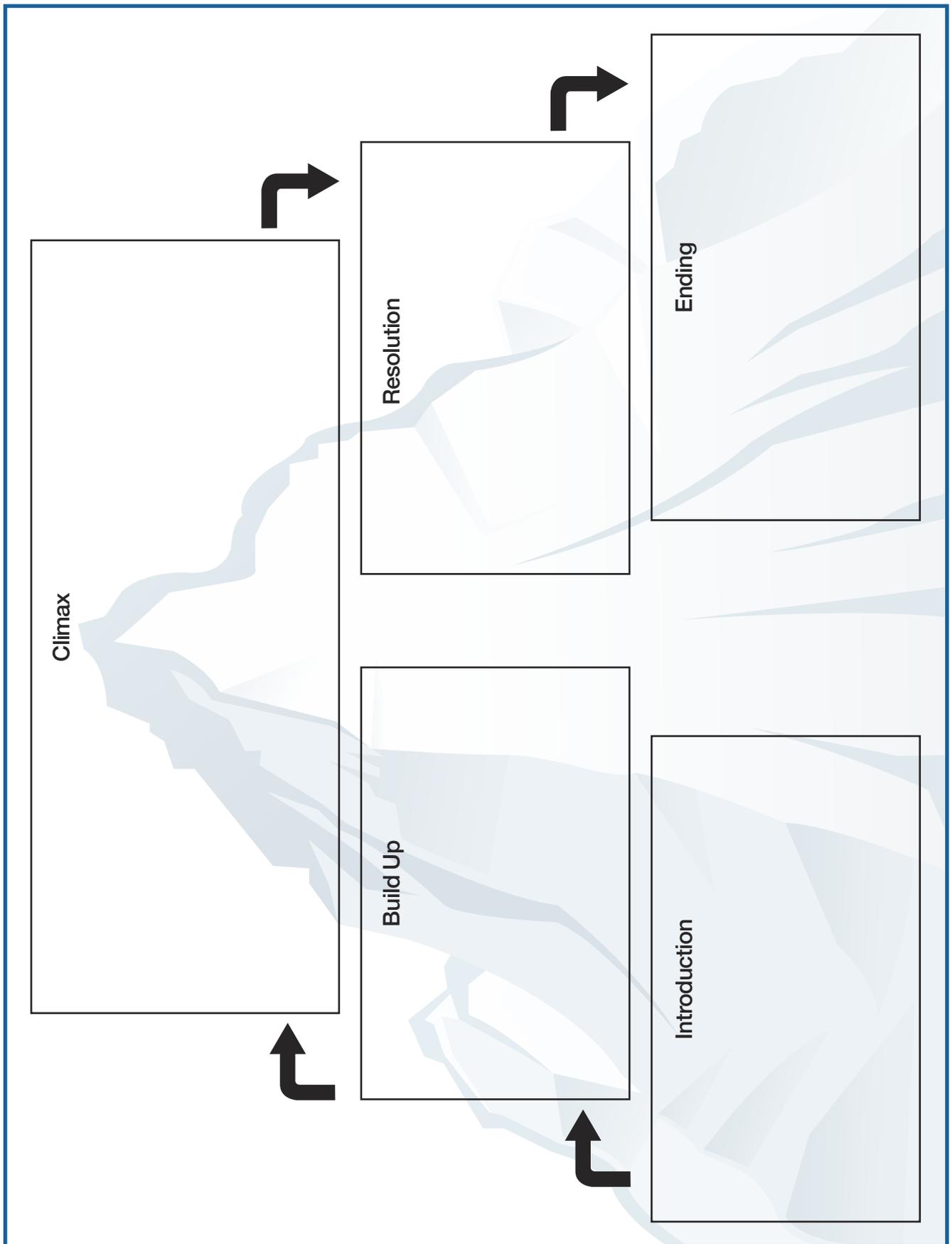
Appearance

Personality

Describe your setting using the senses in the table below.

See	
Hear	
Smell	
Feel (what would things feel like)	
Taste (eg when you can taste things such as on bonfire night you get a taste in your mouth)	

Appendix 3 **Story Mountain**



Appendix 4 **Push & Pull Factors**

School	Jobs
Family	Dangers/Conflict eg war
Natural Disasters eg earthquakes, hurricanes, floods	To Travel
Beliefs/Religion	Education
Famine	Healthcare
Employment	Housing

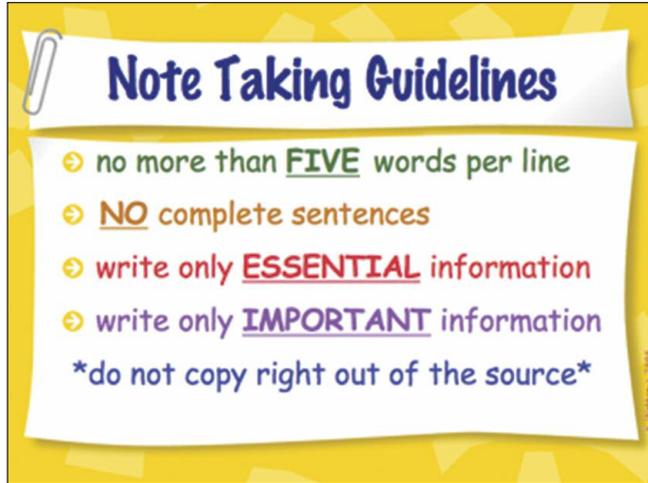
School	Jobs
Family	Dangers/Conflict eg war
Natural Disasters eg earthquakes, hurricanes, floods	To Travel
Beliefs/Religion	Education
Famine	Healthcare
Employment	Housing

Appendix 5 **Welcome Leaflet**

Supermarkets and Cheap Clothing	
Hospital, Doctor Surgeries, Dentists (EXTENSION: Include info on NHS 24)	
Schools	
Local Travel	
Sport/Leisure/ Spare Time Activities	
Places to Eat	
Language: Local vocabulary	
EXTENSION: Classes for learning English	

Appendix 6 **Note Taking**

Remember:



What is Climate Change?

What Causes Climate Change?

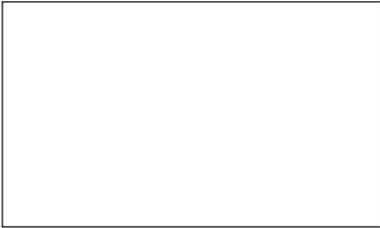
How Is It Affecting Polar Bears?

What Can We Do About It?

Appendix 7 **Comparison of Brown Bears and Polar Bears**

	Brown Bears	Polar Bears
Scientific Name		
Animal Type		
Size		
Weight		
Average Life Span		
Appearance		
Eats		
Location		
Habitat		
Hibernates		
Other Interesting Facts		

Appendix 8 Country Comparison

Countries I am comparing		
Location		
Flag		
Population		
Capital City		
Main Language		
Climate		
Landscape		
Education		

Appendix 8 Country Comparison Continued

Employment		
Food & drink		
Cost of: Bread Milk Typical meal Rice Eggs Cheese Cost of Living Comparison Between Two Countries (numbeo.com)		
Rent per month: Property Prices Comparison (numbeo.com)		
Average salary per month: Property Prices Comparison (numbeo.com)		
Interesting information		
Similarities		
Differences		



O28

Directed by Otilia Caussé, Geoffroy Collin, Louise Gardel, Antoine Marchand, Robin Merle and Fabien Meyran

France 2019 / 5'18"

No dialogue

Activities created by Lindsey Law

Synopsis of film

In Lisbon, a German married couple is about to get aboard the legendary O28 tramway, but how should you react when the brakes let go and embark you on a vertiginous race... with a baby on board.

Themes: Literacy & English and Expressive Arts

Teachers Notes

There is mild threat during this unexpected journey hurtling through, and above, the narrow streets of Lisbon.

This is an animation which has no dialogue and relies on music and sound effects to support and augment the story.

This is a deceptively simple film which takes the main characters on a transformational journey in more ways than one. It uses the beautiful backdrop and landmarks of Lisbon to introduce the culture and style of the Portuguese capital.

OTALIA CAUSSÉ
ROBIN MERLE

GEOFFROY COLLIN
ANTOINE MARCHAND

LOUISE GARDEL
FABIEN MEYRAN

o28





Before watching the film

It may be an option to display the poster using a Promethean whiteboard rather than print it out. Study the poster carefully and answer the following questions. Using your Visual Detective skills, examining each item in detail and see if there are clues set out for you to find. It may help to put predictions on a set of Post Its. These could then be revisited and form basis for discussion after the film. There is a trailer to view after the activity if wished. It may be helpful to use as a refresher for further activities too.

Trailer here: <https://vimeo.com/347503235>

Discussion Questions

- What kind of film do you think this will be?
- How many characters are there in this poster?
- Who do you think are the main, or most important, characters? Give a reason for your answer.
- We are told that the main characters are German tourists. What tells us that this is the case? Clue: type of magazine being read.
- Is the logo on the white mug appropriate?
- How many characters look concerned and how many look quite unconcerned?
- Why do you think that might be?
- Predict how you think this film will end.

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c

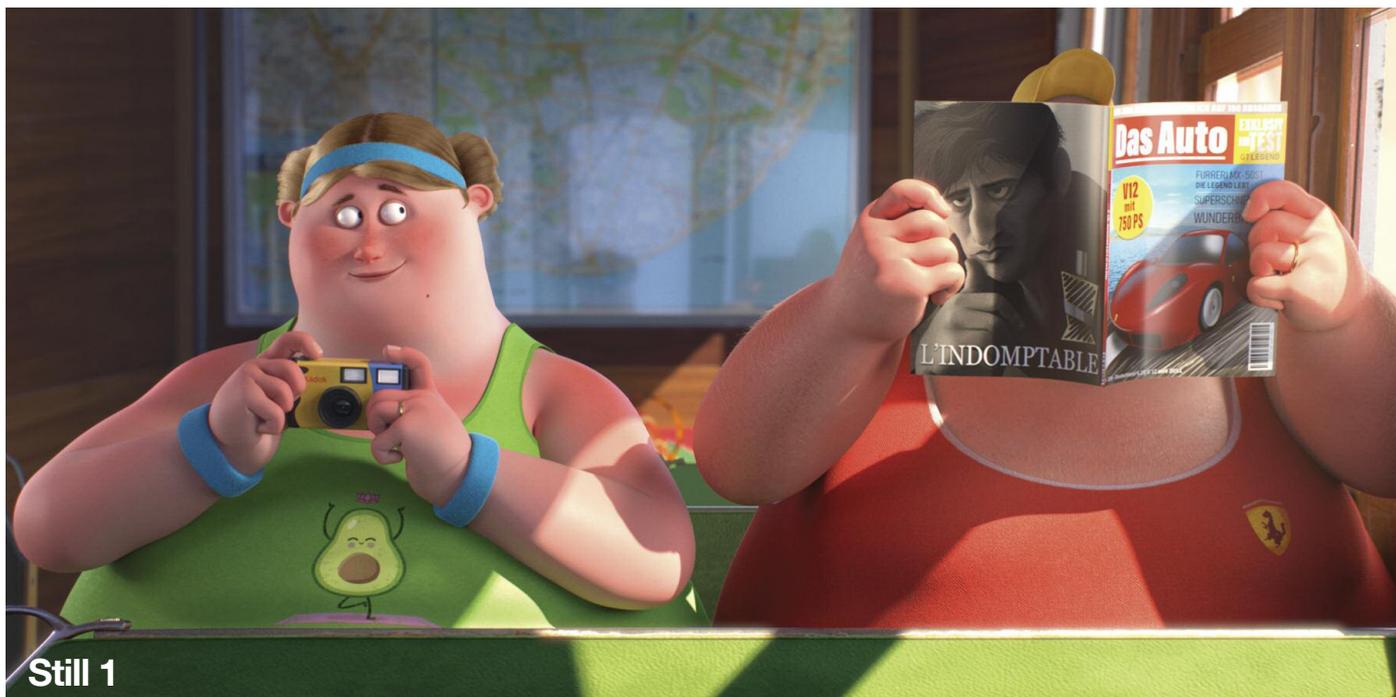
As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. LIT 1-04a

Prior to watching the actual film, advise the learners to look closely at the cartoon style credits at the end as these explain the outcomes for the supporting characters.

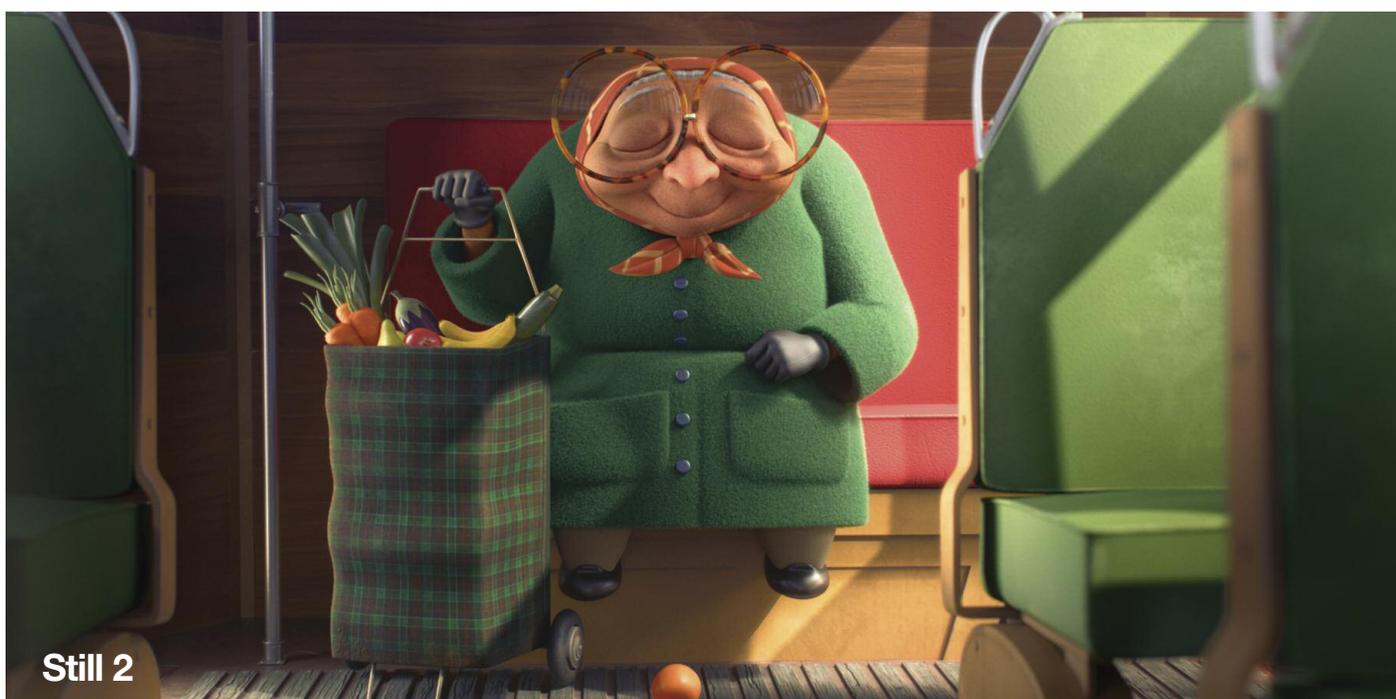
After watching the film

Discussion Questions?

- What happened in the story? Was it what you predicted? How accurate were you?
- Did you find it funny or serious, or a mixture?
- Describe what each character was doing at the beginning of the journey.
- Why did the tired mother set the baby down on the tram step?
- Were both tourists enjoying the legendary tram journey? Image 1 may give you a clue. Give a reason for your answer.
- Is the older lady in the back seat of the tram a tourist? Image 2 may give you a clue. Give a reason for your answer.



Still 1



Still 2

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c

I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a

To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17a

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



Still 3



Still 4

Activity 1

Image 3 represents the street scene where the tram travels. Image 4 represents the Santa Juste Lift in Baixa district where the balancing scene imitates a scene from the film *The Italian Job*.

Compare these to:

[Tram 28: Discover Lisbon's Hidden Secrets \(lisbonguru.com\)](http://lisbonguru.com)

[Tram 28 \(Eléctrico 28E\) in Lisbon – 2021 Guide \(lisbonportugaltourism.com\)](http://lisbonportugaltourism.com)

[Tram 28 Lisbon – Tram28Lisboa.com](http://Tram28Lisboa.com)

Compare the map on the back wall of the tram in Image 1 to the actual map. Note: many of these images come up when using a search engine to find o28.

I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. LIT 0-14a

Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. LIT 1-14a



Activity 2

Sound and sound effects play a significant role in this film. The Lisbon Fado image appears three times in the film. It refers to a kind of guitar. It is a chordophone with six pairs of strings and a pear-shaped harmonic box. Lisbon guitars have a small shaped volute and narrower box.

More information and music clips can be found here:

[Luis Guerreiro – \(Guitarrada em; Live from London\), valsa Chilena, – YouTube](#)

This clip features images of Lisbon. It is well worth a look whilst listening to the Fado music to give a flavour of the city. It might also be used to match the real locations and tram used in the animation.

[Guitarrada by Luis Guerreiro \(Valsa Chilena live from London\) – YouTube](#)

Shows the instrument being played. It varies in tempo during the piece titled:

[Fado: Portuguese Guitar by Alexandre Bateiras \(part 1\) – YouTube](#)

I can respond to music by describing my thoughts and feelings about my own and others' work.

EXA 0-19a

*I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **XA 1-19a / EXA 2-19a***

Sounds and sound effects add to the atmosphere and can express mood and build tension.

The following activity, Activity 3, invites you to read the sound description and match with the action in the film.

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

*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***

Further extension activities could include the exploration of street signs, road signs etc. any kind of sign or notice that is unambiguous in its meaning. Making a sign for the class or school could be a further activity.

Sign Bingo is another potential activity, either create your own or buy commercially.

Activity 3

Match the following sound descriptions with the actions from the film.

Screech	Female tourist taking photos
Whang	Lady sliding down the roof
Clicking and yelling	Lady at the back of the tram fastens her seatbelt
Gentle lapping of water	Tram ricochets into the Santa Justa Lift overlooking Baixa
Swish and click of a flash	Tram rolls away with baby on board
Scraping sounds and tiles breaking	Tram finally lands in the sea
Click of a seatbelt	Tram driver colliding with the traffic sign
Mother yelling	Male tourist pressing the buttons to control the tram



Matilda And The Spare Head (*Matilda ir atsarginė galva*)

Directed by Ignas Meilūnas

Lithuania 2020 / 13'09"

Lithuanian with English subtitles

Activities created by Sarah Sturrock

Synopsis of film

Matilda And The Spare Head is a story about a girl who wants to be the smartest person in the world. When all the things she's learned can no longer fit in one head, her mother buys her a backup one. Two heads are better than one but Matilda soon becomes confused which head should she wear at what time and loses the second head shortly after.

This resource pack is aimed mostly at Second Level and covers a range of subjects including Literacy, Digital Literacy, Exp. Arts and HWB. (HWB 2-10a, LIT 2-07a, EXA 2-02a)

"I can't wait to work with this film in my classroom. It is important for children to know that they are all unique and come from a variety of backgrounds but each child is so important in the class. We will use this to discuss kindness as the children in the film all accepted Matilda with open arms and I want that ethos for my classroom."

"I always use film as an imperative part of my teaching. Whether it is used as a stimulus for writing or a discussion point, using the Cs and Ss for analysis or a basis for expressive arts, there is always a place for it in my classroom. I am so enthusiastic for it, as are the children."



Before watching the film

Whole class discussion/Partner work.

Looking at the poster and describe what you see in the picture. What do you notice about the way the characters are made? Make assumptions/predictions about what might happen in the film based on some of the things you can see from the poster. This discussion can either be had as a whole class discussion or you can allow the class to talk to a partner then feedback to the class. They can write down their predictions or share orally.

Discussion points/questions

- 1 What are your feelings towards Matilda through the film? (Think about the way the other characters react towards her – mother, teacher and other children.)
- 2 How important is the ball in the film? (Very important – shows Matilda the other children playing and having fun. Something that she doesn't have. Also gives her the inspiration to use the spare head a ball at the end).
- 3 Do you think you could ever fill your head with all the things you learn? If so, would you like to have a second head you could switch between? Why/why not?

Activity 1: It's All in Your Head

In the film, Matilda's head was full of the things she has memorised from lots of different books, including the phone book. Think of all the information you have stored in your brain. Talk to your shoulder partner for 2 minutes about what kind of information you have stored in your brain. Then, discuss some of your ideas with the rest of your class. Examples may include memories, experiences, feelings, names, or knowledge (things you have learned at school or at home.)

Your brain holds all of this information and although it can never be full like Matilda's you can forget things from time to time. Using the brain template (Appendix 2) either write or draw some important information that your brain has stored about you – could it be a memory from a holiday you went to, or a fact from learning about the Egyptians in school? Fill the brain with as much information as you can think about.

The brain you have completed will be very different from the person beside you because we are all different and have different interests, hobbies and experiences.

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 1-10a / HWB 2-10a

animated short film by Ignas Meilūnas



Matilda

and the spare head

director **IGNAS MEILŪNAS** scriptwriters **DANGIRAS BUGAS, IGNAS MEILŪNAS** producers **MARIJA RAZGUTĖ, IGNAS MEILŪNAS**
cinematographer / gaffer **SIMONAS GLINSKIS** production designer **ANTANAS DUBRA** sound designer **JULIUS GRIGELIONIS**
composer **RYTIS KORENIUKAS** animators **ANNI OJA, ARNAU GODIA MONTESINOS, IGNAS MEILŪNAS**

production company **m-films**

supported by  **LITHUANIAN FILM CENTRE**



Activity 2: The Importance of Sound

Think about the sound the filmmaker used when the children were playing at the start and then when Matilda started to join in with them. This can also be found on the trailer <https://vimeo.com/458527945>
Discuss the following points in small groups/as a whole class.

- Do you think the music matches the setting? Why/why not?
- Have you heard music like this before? If so, where?
- How would you describe the music in one word?
- How does the music link to the way Matilda and the other children are feeling?
- Could you think of another song that could fit here?

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: Stop Motion Animation

Matilda And The Spare Head was created using stop motion animation. Firstly discuss where they may have seen stop motion animation before – perhaps *Wallace and Gromit*, *Chicken Run* or *Shaun the Sheep*.

Useful video to explain to the class what it is and how it works:

<https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-stop-motion-animation/zr67kmn>

Then, give the children the chance to create their own models using play-doh or plasticine. If you have access to Zu-3d, Stop Motion Studio or Pivot on iPads, laptops or netbooks for example, they could also have a go at creating their own stop motion animation.

You can choose to link it to *Matilda And The Spare Head*, to a topic you are learning about or give them free choice to create their own story or characters.

I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a

Follow-up work

How Your Memory Works: <https://www.youtube.com/watch?v=TqFtWwQCzFI>

Use Your Brain!: <https://www.youtube.com/watch?v=b79xio8qgiY>



Cliffhanger

Directed by Diederick Geers, Jelle Jansen and Jasper Loos

The Netherlands 2020 / 2'13"

No dialogue

Activities created by Ian Cameron

Synopsis of film

A young man is completely enthralled by his cinema experience and gets lost in his own imagination through the trailers. Throughout the short clip many movies/genres are referenced, and his love of cinema is showcased in each.

After watching the film

Activity 1 – Investigating Genre

Resources: A3 Paper, coloured pencils/pens, Activity Sheet 1.

Ask the pupils to recap on what they saw. Pupils should lay out the genres they believe were referenced during the short 2min clip in a mind map. Each genre should have its own colour. Activity Sheet 1 can be shown on the projector/whiteboard to remind them of the visuals.

They should then add to the mind map any film or TV show they feel was referenced, e.g. *Ready Player One*, *The Iron Giant*, *Lost In Space* etc for the Sci-Fi genre. This can be written down on a piece of paper or jotter. Pupils should work in pairs or threes to do this. Pupils should then add any other films or TV series that they have seen that would fit into these genres.

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 2 – Film Review

Pupils should write a film review of their favourite film. They should include details such as the director, actors, plot, and why they liked it.

This could be repeated for a film they didn't like.

Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a

Activity 3 – My Cinema Experience

Pupils should write a person account of a trip to the cinema. This could be their first trip they remember or going to see a film that they had been excited to see. They should split their account into three paragraphs. The first should focus on the lead up to the visit, maybe the car journey or the walk. The second paragraph should be physically going into the cinema and the third should be the moments afterwards. In each part, pupils should focus on relaying the thoughts and feelings of the experience. They should also consider their senses, looking at sight, sound and smells. Pupils should be given some time to plan this out in their jotters or on paper.

As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel. ENG 2-30a

Activity 4 – Understanding the Context

Resources: Activity Sheet 2, Whiteboard/Blackboard, Large (A3/A2) sheet of paper, pens/pencils.

Pupils should be given time to think about any genres that were missed out from *Cliffhanger*. They should discuss these in small groups or shoulder partners. On a large sheet of paper shared between the group/pair, pupils should be given 4 minutes to write as many missing genres as possible. These should then be shared with the class using your usual methods for sharing of thoughts/ideas.

When all the thoughts are shared and written on the board/interactive whiteboard/flipchart the group should choose one genre to focus on. Using the Storyboarding Pro-forma (Activity Sheet 2), pupils will plan out a scene to add in to *Cliffhanger*. It must fit with the feel of the film and begin and end with a "cliff-hanger". Each part of their story should be drawn in the box (preferably with thought about type of shot) and a description of the action below each panel. Pupils should decide where in the film their scene would come and how it would tie in to the scene either side. When completed, this should be presented to the class.

Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a

Activity Sheet 1

Still 1



Still 2



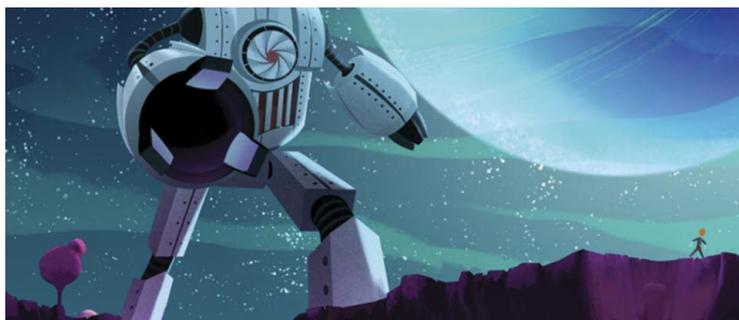
Still 3



Still 4



Still 5





Activity Sheet 2





Dinosaurs: The True Story

Directed by Paul-Louis Aeberhardt

France 2020 / 4'22"

No dialogue

Activities created by Sarah Sturrock

Synopsis of film

In the world where dinosaurs have survived and have evolved even to the point of taking their first steps on the moon, a giant asteroid heads towards Earth. The JASA (Jurassic Aeronautics and Space Administration) fight to avoid disaster.

This resource pack is aimed mostly at First Level and covers a range of subjects including Literacy and Expressive Arts. (LIT 1-05a, LIT 1-26a, EXA 1-13a)

“So many children are passionate when it comes to dinosaurs so I look forward to using that as inspiration in order to get the most out of their learning. This short film is interesting, clever and really funny. The children will love it.”

“I always use film as an imperative part of my teaching. Whether it is used as a stimulus for writing or a discussion point, using the Cs and Ss for analysis or a basis for expressive arts, there is always a place for it in my classroom. I am so enthusiastic for it, as are the children.”

Advisory: Although not completely explicit, it is inferred at the end of the short film that the dinosaurs on the moon watch the Earth being destroyed by the asteroid, thus killing the rest of the dinosaurs on Earth. This may be upsetting to some children, particularly the longer they spend completing the task.

Before watching the film

Watch the teaser for the film here: <https://vimeo.com/522398466>. Discuss the following questions in partners/small groups.

Discussion points/questions

- What things did you notice from what you watched? What things stood out to you?
- From watching the teaser, what do you think is going to happen in the film?

After watching the film

Discussion points/questions

- What was your favourite part of this short film and why? What did it make you feel?
- In the film, the dinosaurs managed to survive a lot longer than in real life. They got smarter – what things did they manage to achieve? Answers such as set up their own version of NASA to be expected.
- What other things do you think they might have been able to do back on Earth.

Activity 1: Film Literacy – Character

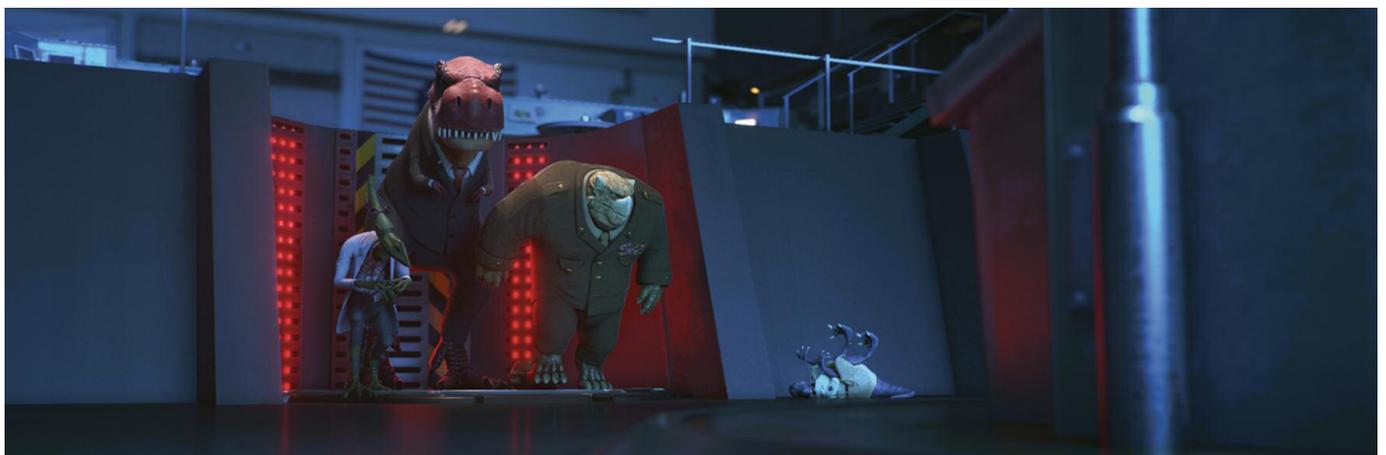
As a whole class discuss the following:

- Which characters stand out in the film? In what ways?
- Then, create a mind map of notes using your favourite character. You don't know their names as there is no talking in the film but you can draw a picture for the middle of your mind map or write what type of dinosaur they are.

Important information to include for example:

- What do you notice about their shape, colours, clothes, the way they move...
- Be sure to include any other important details about the character that you may have noticed.

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



Activity 2: Imaginative Writing

Imagine you are either working for JASA (Jurassic Aeronautics and Space Administration) or are a dinosaur on Earth before the asteroid hits. Create a diary entry from a typical day in the life of a dinosaur.

You'll need to think about:

- What species of dinosaur you are.
- What things exist in your dinosaur world – use the discussion question to help you.

Remember, you need to include the following for a diary entry:

- Writing in the first person – I, me, we etc.
- Talking about events in chronological order.
- Feelings.

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 3: Asteroid Drama

As a whole class talk about the importance of facial expressions in drama. Go through a few examples such as happiness, sadness and nervousness and how this can be shown with your face. Then, get the children to come up with some more examples. Work through a few different ones together.

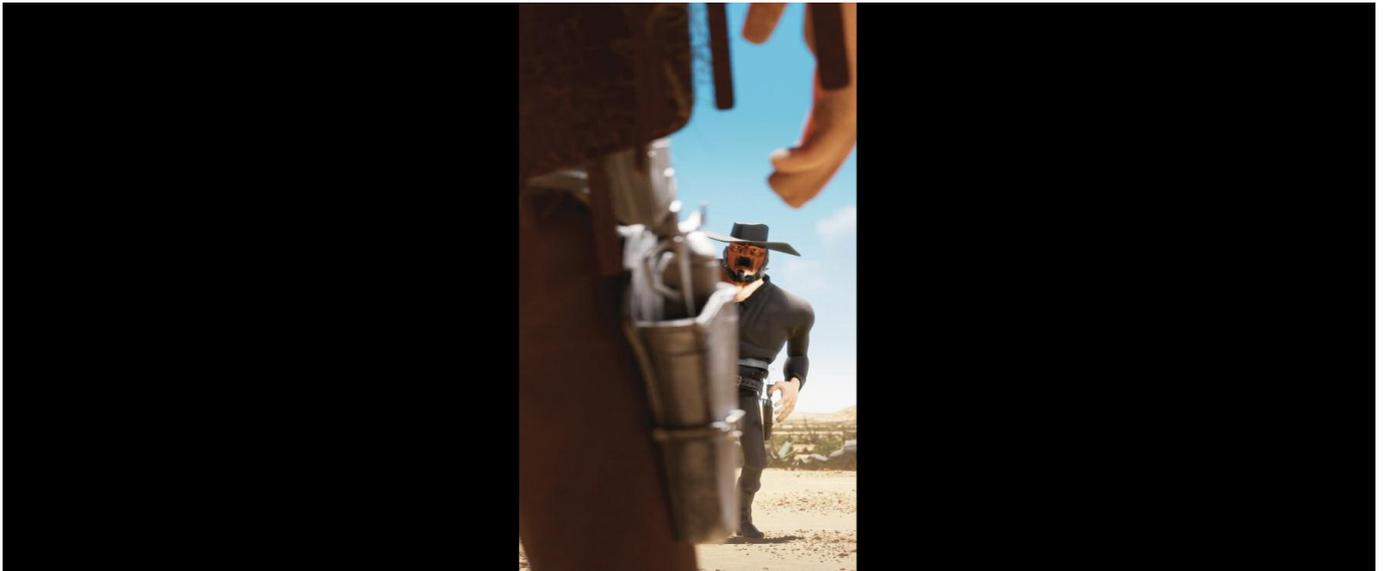
Then, do the same with body language.

Split the class into small groups to create a piece of drama where they have to imagine they are dinosaurs living on Earth when the asteroid is coming towards them. They should start by creating a scene where they are living their lives as 'normal dinosaurs.' Then, they should create another scene where they can see the asteroid and may be curious at the start which soon turns into fear and panic. If you wish, they could also create an alternative ending where they all survive in order to avoid any upset.

As they complete this, the children should focus on body language and facial expression. You can encourage them to use mime to avoid them focusing on dialogue. This also links to the film, as it is dialogue free.

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





Wild West Compressed

Directed by Christian Kaufmann

The Netherlands 2020 / 2'13"

No dialogue

Activities created by Ian Cameron

Synopsis of film

Based in the Wild West, we see three short clips of cowboys.

After watching the film

Activity 1: Film Literacy – Character

Resources: A3 Paper, coloured pencils/pens, Activity Sheet 1.

The clips are all set firmly in the genre of the Wild West. Pupils should be asked which films they know that use the Wild West/Western genre. These may include: *Rango*, *Home On The Range*, *Back To The Future 3*, *Cowboys and Aliens*, *An American Tail – Fievel Goes West*, *Wild Wild West*, *The Three Amigos*, the *Phineas and Ferb* episode, *Looney Tunes* or any of the ones played on a Saturday or Sunday afternoon on TV.

Ask the pupils to collate their knowledge of this genre by giving them 3 minutes to write on a piece of paper (in pairs) anything they would expect to see in a Western. Possible answers might include: cowboys, cowgirls, saloon, cactus, horses, sheriff, small town, dusty landscape, wanted posters, shoot outs at high noon etc. This should be fed back to the class.

Pupils should then use these ideas to draw a scene from an imaginary Western. They should include as much detail as possible.

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 2 – Camera

Resources: Activity Sheet 1.

The way camera is used in films is extremely important, which is why it is part of the three Cs (Camera, Character, Colour) and three Ss (Setting, Story, Sound) that are used to examine film. The camera is instrumental in creating the feel of the film and dictating the way the audience see the action unfold. A director carefully plans out the shots they are going to use before filming starts.

Wild West Compressed is making a point about how we view the media in our lives. It pokes fun at the mobile phone format of TikTok and other social media platforms that use the portrait format for video/moving image. Pupils should be given time to work in pairs and think of the advantages and then disadvantages of working in this format.

One of the major disadvantages of using this format is the difficulty of shooting scenery or including multiple characters. This is pointed out beautifully in *Wild West Compressed*. Using Activity Sheet 1, pupils should try and think about how a scene is best represented in landscape format. They should look at each scene from the film and imagine how it would look on the big screen. The pupils should then draw out an alternative landscape version of the same seen on the corresponding space on the right. Pupils should be given time to justify the details they have included to a partner, then pupils chosen at random to share their thoughts with the class.

I can:

- discuss structure, characterisation and/or setting
- recognise the relevance of the writer's theme and how this relates to my own and others' experiences
- discuss the writer's style and other features appropriate to genre. **ENG 2-19a**

Activity 3 – Creating your Own Scenes

Resources: Activity Sheet 2 and 3.

In this activity, pupils will create their own scene from the *Wild West Compressed* short. In the short we saw different ways the director played with the idea of the portrait format being “wrong” for this type of movie. Ask the pupils if they can remember the different ways the director showed this. You might want to refer back to the previous activity as well. Some of the ways they might mention are: action happening off camera, characters breaking the fourth wall (when a character will make reference to being aware that they are in a film/story), the titles (*This Town Ain't Big Enough*), the camera staying still and the characters having to move into the line of sight etc.

Pupils should then create stills from two of their own scenes. Use Activity Sheet 2 for this. They should first think about the original scene and what it might look like, then think what the *Wild West Compressed* version would look like and draw this underneath.

Pupils should then go on to pick the one they think would be the funniest to complete as a full scene and plan this out using the Activity Sheet 3 storyboard pro forma.

*Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. **ENG 2-31a***



Activity 4 – Using Camera

Pupils should go on to use their own phones or school devices to shoot film. They should experiment with creating their own short narratives (possibly in Drama) and then filming them in both landscape and portrait to create their own short movies. These should be no more than 3 minutes long.

Teachers may want to spend a session or two before looking at different types of shot and practising these in the classroom before doing filming for the narrative. The common different types of shot are:

Extreme Long shot

Long shot (sometimes called Full Shot)

Medium Shot (sometimes called Middle Shot)

Close-up

Extreme Close-up

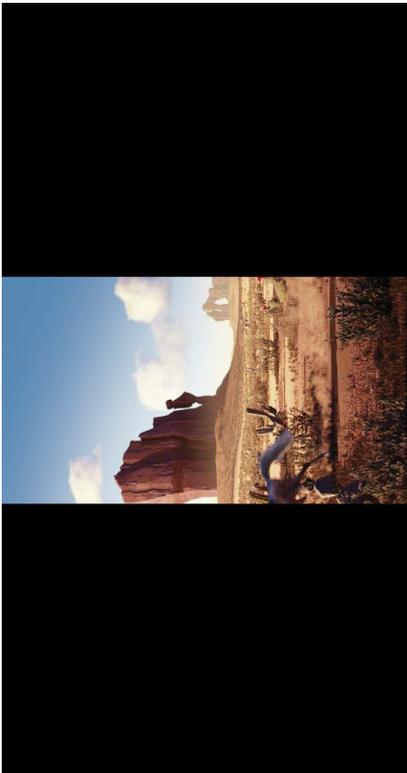
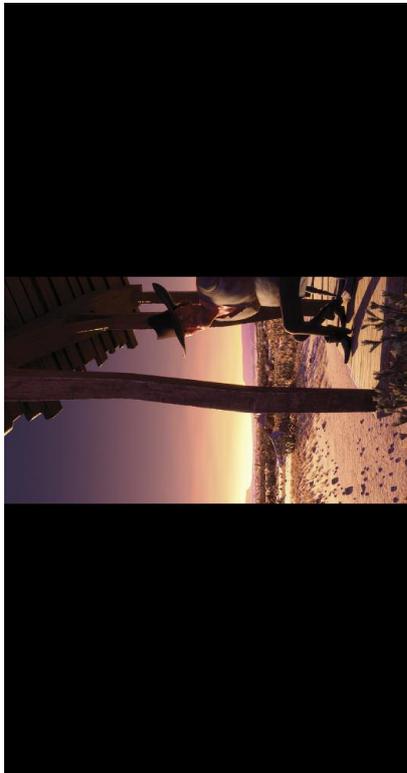
More information on this can be found here <https://youtu.be/RjK509LkCFM>

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a

Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a



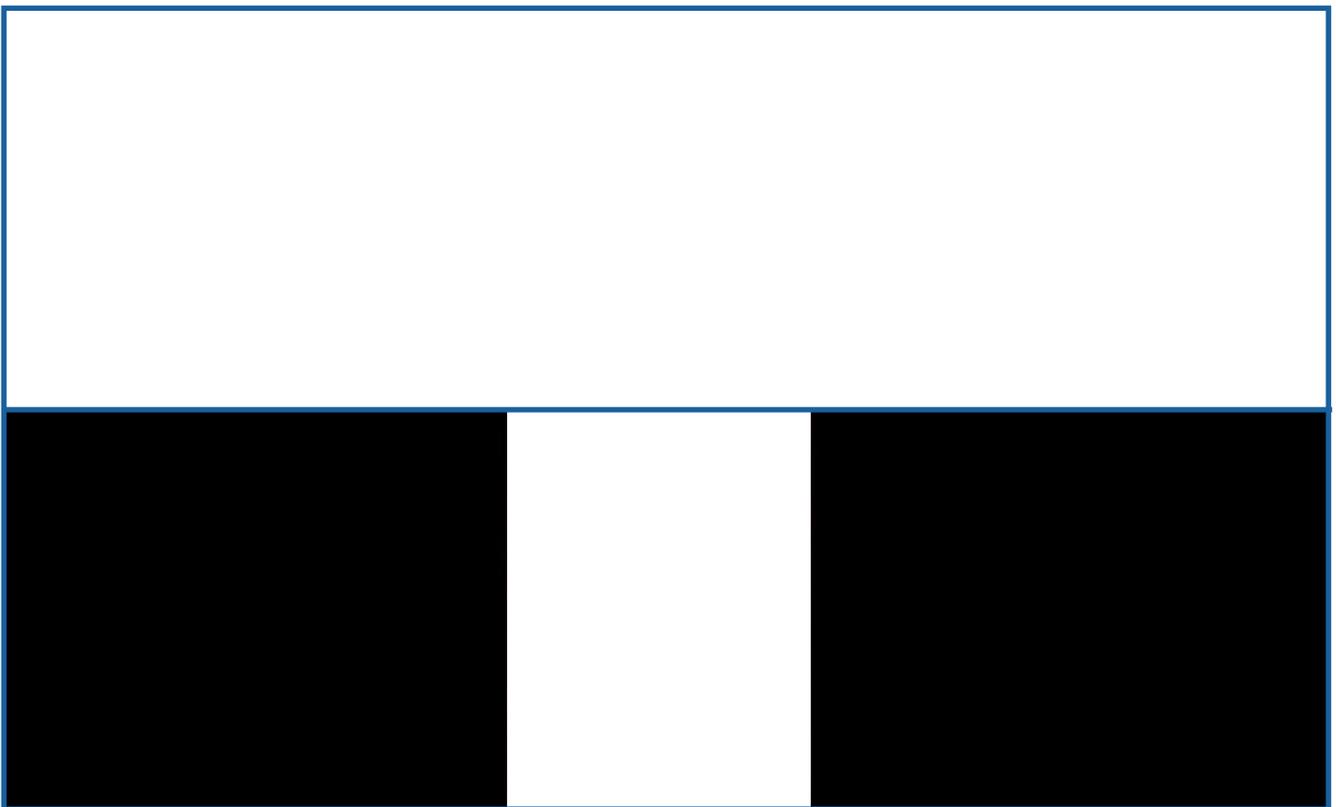
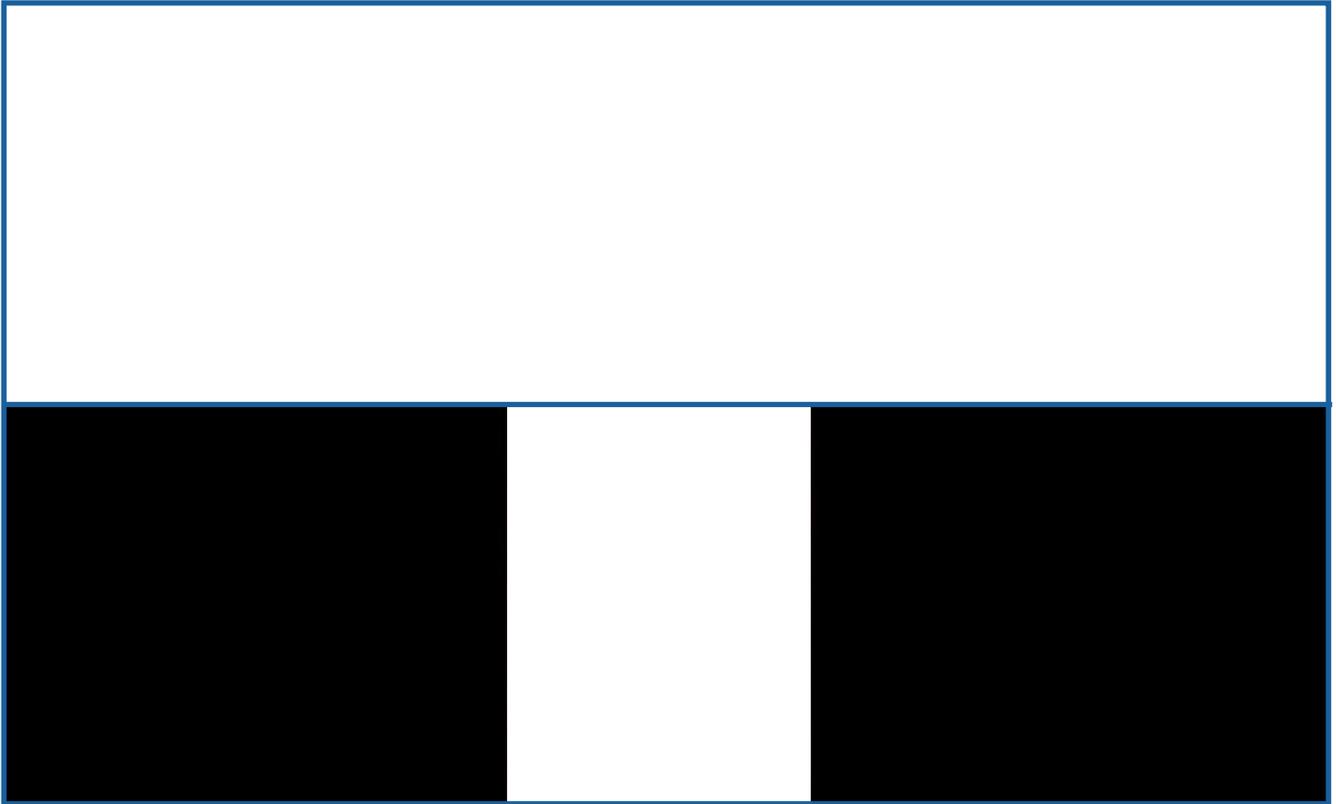
Activity Sheet 1



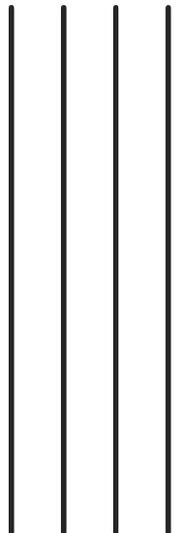
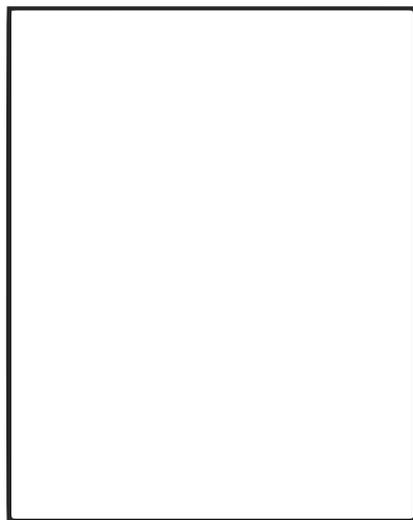
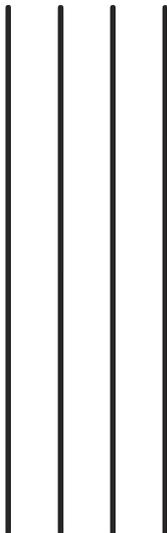
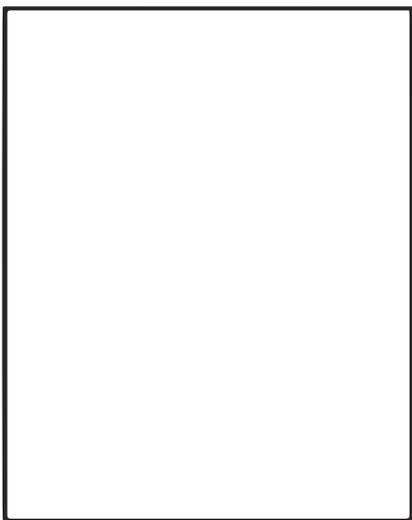
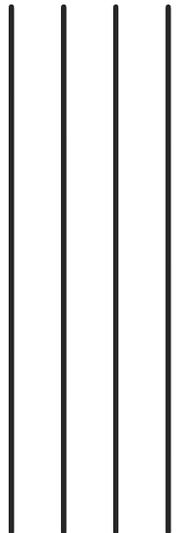
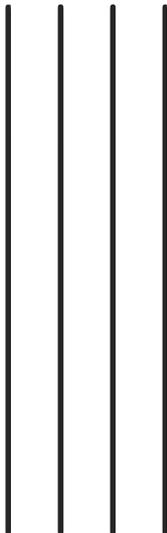
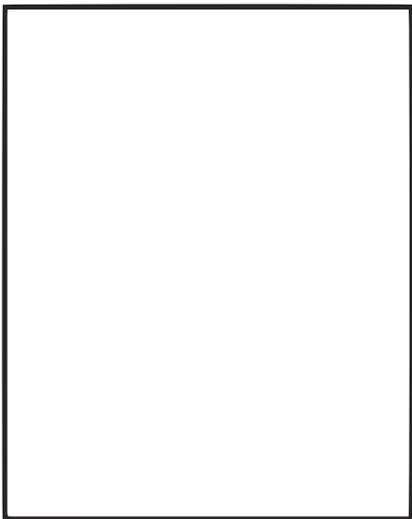
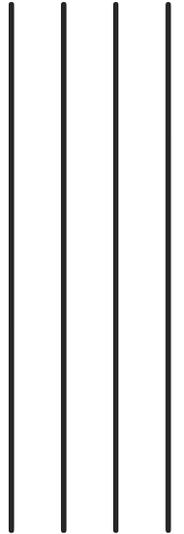
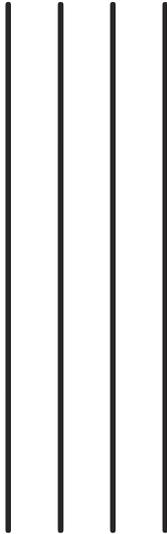
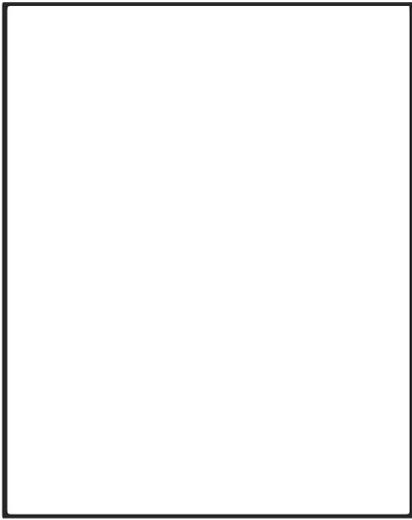


Activity Sheet 1





Activity Sheet 3





A Pebble In The Shoe (Un Caillou dans la Chaussure)

Directed by Eric Montchaud

France/Switzerland 2020 / 11'28"

No dialogue

Activities created by Sonia MacEwan

Synopsis of film

A pupil turns up to his new class for the first time. This pupil is different to the others, he's a frog in a class of rabbits. He does not understand anyone due to language barriers and finds it difficult to make friends. He remembers his previous life, which at first are happy memories. He then remembers fear and escaping, which is triggered by lights that he encounters. Will the rabbits accept their new classmate and how will the frog react when he encounters a new stranger?

Teacher Advisory: This film explores the issues faced by refugees. It explores diversity and discrimination through being left out and attempting to fit in to a new school in a different country.



Before watching the film

Activity 1 – Visual Detectives

Resources: Film poster in Appendix 1 to display on whiteboard.

Explain to pupils that today they are going to be visual detectives! They will be shown a poster and will need to look for clues to help them make informed judgements. Remind them there are no 'right or wrong answers', however they should be able to justify their answers using clues from the image.

Show pupils the film poster in Appendix 1. Pupils should discuss the following questions:

- Who do you think the main character on the poster is?
- How old do you think they are?
- Where do you think they are from?
- What has just happened to them?
- Why do they look this way?
- What will happen to them?
- What kind of film do you think this will be (happy, sad, comedy, drama etc)?
- What do you think the film will be about?
- What clues did you use to help you make your judgements?

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**

After watching the film

Activity 1: Language Barriers

In the film the frog faces barriers to learning and developing friendships due to language. He does not understand the language the rabbits are speaking and they do not understand him. In this activity, pupils will develop an understanding for what it feels like to not be able to communicate easily.

Many people find it difficult to communicate for many different reasons. **ASK** the pupils how they communicate. Once they have had a chance to discuss with a partner, ensure that they have included non-verbal methods of communication such as body language.

ASK them to think of some ways that people might find it difficult to communicate. Ensure they cover issues such as different languages, Dyslexia, ADHD, Autism etc. Explain that in addition to the fact that some people may speak a different language and therefore not understand written or spoken language, some people may also have difficulties understanding people's emotions and body language.



Activity 1: Language Barriers *Continued*

Part 1: Reading

Resources: Copies of Appendix 2 for each partner, paper, pencils.

In pairs, give pupils the passage in Appendix 2 and ask them to try reading it to their partner. Once they have both had a turn at reading it, they should try to write it out so that it makes sense.

ASK how did they feel? Did they ever feel like giving up?

Part 2: Writing

In the film, the frog finds it difficult to write down the notes the teacher is writing on the board because he can't write the letters of her language. Pupils will now experience what it feels like to have issues with writing.

Explain to pupils that they are going to say something to their partner who will have to write it down. However, the person writing must do so with the opposite hand to which they normally write! So if they are right-handed, they will use their left hand. Those who are speaking should speak at a normal speed so that the writers have to write quite quickly! The person speaking should create 5 things to say about themselves. This could be a favourite film, tv programme, food, something they like to do, what they did at the weekend/last night etc. The person writing should write down every word they say in full sentences.

Once they have both had a turn, ask them to discuss how it made them feel. How successful were they in writing everything down? Imagine they had been given a school task to do writing this way, for example writing a story. They only have a certain period of time to complete it. How do they think this would make them feel? Would they be able to produce the best story they are capable of?

Part 3: Foreign Language

Resources: Copies of Appendix 3 & 4 for each pair of pupils, whiteboards & pens OR paper and pencils.

Language is a code. There is a symbol for each letter and these are put together to create words. We understand our own language 'code' because we have been raised surrounded by it and have learnt what the 'symbols' mean. Those who go to a foreign country are faced with a 'code' they may not understand unless they have previously been taught it.

Pupils will now experience what it's like to be surrounded by text in a foreign language that they do not understand. They will look for clues to help them de-code it. They will then look at a code system and try to crack the code.

In groups of 2, give pupils a copy of the text in Appendix 3. They should discuss the questions on the sheet before discussing as a class.

Now give them the code in Appendix 4. Ask them to look for letters that may be the same. Can they take a guess at what any of it might say? Once they have had some time to look for clues, tell them the first code says 'LISTEN TO THE WIND'.

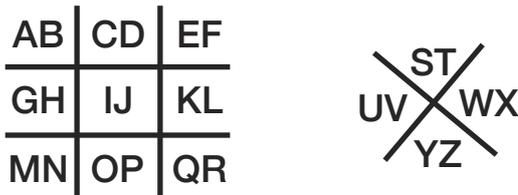
They should now use what they know from 'LISTEN TO THE WIND' together with the letter grids on their sheet, to work out the code at the bottom. If they do this, they could write some secret messages for their partner.

Activity 1: Language Barriers *Continued*

Part 3: Foreign Language *Continued*

Either after they have completed the activity or if they are finding this tricky, explain the code using the information below.

The Pigpen code (also sometimes called the Freemason's or Rosicrucian cipher) is quite easy to catch on to. First you write out the whole alphabet in two grids, as shown:



Each letter is represented by the part of the "pigpen" that surrounds it. If it's the second letter in the box, then it has a dot in the middle.

So an A looks like this:

And a B looks like this:

Explain to pupils that lots of people have issues with reading & writing as a result of Dyslexia. Explore what Dyslexia is using the BBC Newsround information and video clips in the following link: [Dyslexia: What is it? – CBBC Newsround](#)

Activity 2: Non-Verbal Communication

Resources: whiteboards and pens,

Optional: Chromebooks/iPads or other suitable device for playing Kahoot.

In the film, the frog does not understand the language spoken by the rabbits. This makes communication and making friends more challenging. They communicate through gestures, facial expressions and experiences. In this activity, they will explore other ways to communicate other than spoken word.

ASK the pupils how they communicate. What do they do if they want something from someone? They will use spoken language and may also mention non-verbal language such as hand gestures or facial expressions.

Now tell them that they are going to work with their partner to explore communication without spoken words. This is known as non-verbal communication. In this activity, they have to 'ask' their partner for something without speaking. Once everyone has had a turn, invite some people to demonstrate to the class. Discuss how they communicated to their partner. Were they successful?

Activity 2: Non-Verbal Communication Continued

Establish that communication goes beyond spoken and written text. **ASK** pupils how non-verbal communication may affect the message we are trying to communicate e.g. body language that is defensive when we are asking someone if they want to join in with a game. Share the image at the following link on the whiteboard and discuss: [mehrabian.png \(545x247\) \(c-marketing.eu\)](https://www.c-marketing.eu/mehrabian.png). On the whiteboard, brainstorm as many different non-verbal communication methods they can think of, such as shaking hands, waving, hand gestures, body positioning, smiling, nodding, eye contact.

Play the Kahoot quiz, exploring non-verbal and verbal communication, at: **Kahoot!** You could either let them write their answer on a whiteboard and hold it up or they can input their own answers using a Chromebook, iPad or other suitable device.

Now play the Kahoot quiz, exploring different body languages, at: **Kahoot!**

If you prefer, you could use the PDF at the following link and discuss what message is being communicated in each image: [NV-Communication.pdf \(british-sign.co.uk\)](https://www.british-sign.co.uk/NV-Communication.pdf)

Charades

Organise pupils into groups of around 4. In each group, one person will take a turn to 'act out' the title of a film, book or song without speaking and the others try to guess it. This could be simplified by acting out a verb, a feeling, a sport or an animal.

I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 1-45b / HWB 2-45b

I can recognise how the features of spoken language can help in communication, and I can use what I learn. I can recognise different features of my own and others' spoken language. ENG 2-03a

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 1-10a / HWB 2-10a

Activity 3: Refugees

Resources: Copies of Appendix 5 for each child, pencils, copies of Appendix 6 for each group, Chromebooks/iPads or other suitable devices.

In the film, we are given an insight into the frog's previous life and are led to believe that his family have escaped some form of danger. This is portrayed in his memories where the light is chasing them and they escape in a boat. In this activity, pupils will learn about refugees whilst developing their note-taking skills.

Discuss the following questions as a class:

- Why do you think the frog's family moved?
- Do you think they wanted to leave? What clues are there to tell us this? (Hint: the boat)
- What do you think the frog's family were escaping?
- How do you think the frog might have felt about leaving?

Activity 3: Refugees Continued

Give each pupil a copy of Appendix 5. Watch the video clips telling the stories of 5 refugee children at: [Seeking Refuge – Real life stories of young people fleeing their homelands – BBC Teach](#). While watching, pupils should take notes on the handout. Remind them to only use key words to record the important information rather than full sentences and to use bullet points.

Now discuss the following questions with the class:

- Why are some people against welcoming refugees to the UK?
- Do you think refugees should be allowed to live in the UK? Why?

Some of the points raised may include:

FOR: Richer and more diverse culture, cheaper workforce, reduces labour shortages.

AGAINST: Poorly skilled/educated, increased cost and pressure on healthcare and education, lack of employment, lack of available housing, misunderstandings/conflict between different religions/cultures, possible increased spread of disease (think of the spread of COVID).

Explain to the class that they will take part in a debate to discuss the motion: 'This house believes that refugees should be allowed to live in the UK.' Watch the video clip and discuss debates at: [What is a debate? – BBC Bitesize](#). Then watch the example cartoon debate at: [Judge Jenny – 'Goldilocks and the Three Bears' \(signed\) – KS2 English – BBC Bitesize](#). Remind pupils of the use of persuasive techniques using Appendix 6.

Separate the class into groups of 6. Within each group, 3 people will be 'for' refugees entering the UK and 3 people will be 'against'. They should work together in their sub-groups of 3 to gather information from the internet, together with information gathered from the BBC clips, to support their case. Pupils will then take part in a debate in their groups of 6 to discuss the motion. Afterwards, discuss as a class.

I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. RME 2-05b

I can discuss issues of the diversity of cultures, values and customs in our society. SOC 2-16c

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

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

Activity 4: Personal Recount

Resources: Jotters/paper, pencils, copies of Appendix 7 for each pupil.

In this activity, pupils will reflect on the frog's first day at his new school as though it were happening to them.

Recap with the pupils what happened on the frog's first day at school. Think about how both he and his classmates would've felt. **ASK:** Have any pupils experienced a first day at a new school or a club where they didn't know anybody? Have any pupils experienced receiving a new pupil in their class or club? As a class, bullet point some of the things that happened to the frog and what both he and his classmates would have been thinking/feeling.

Explain to pupils that they will now write a personal recount of the frog's first day at school. Watch the BBC video clip on personal recounts at: [How to write a recount – BBC Bitesize](#). They will write their recounts as though they were the frog or the rabbit. Remind pupils that this is a personal recount and should therefore be written in the first person, the past tense, in chronological order and detailing experiences, thoughts & feelings. There is a planning sheet in Appendix 7 that they can use to structure their writing together with a self/peer assessment.

*As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel. **ENG 2-30a***

*By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further. **HWB 2-24a***

Activity 5: Diverse Friendships

Resources: Copies of Appendix 6, paper, pencils, large sheets of card/paper, colouring pencils/pens, Chromebooks/iPads or other suitable devices.

In the film, the frog found himself in a new school surrounded by rabbits who spoke a language he did not understand. He was different to the others and they were unkind to him at first. This activity will explore friendships and what pupils can do to welcome new classmates from other countries. It will help them develop their persuasive techniques as they develop a new system for welcoming new pupils to the school.

Recap all the examples of when the classmates were unkind to the frog:

- **1 min 6 secs:** laughing at him when he was being introduced to the class because he sounded different
- **2 mins 42 secs:** sticking her tongue out at him when he looked at her
- **4 mins 11 secs:** nobody would play with him at break
- **7 mins 20 secs:** throwing a ball at him to stop him playing his instrument

ASK the class if anyone has ever experienced being the new person in a group, for example starting a new school or a new club where they didn't know anyone. How did they feel? Was there anything that made them feel more comfortable?

Activity 5: Diverse Friendships Continued

Explain to pupils that they are going to create and market a new system for welcoming new pupils to their school to help them make friends. Watch each of the following short video clips and, after each one, discuss as a class what strategies the children used or what the school had in place that helped them feel included and comfortable in their new environment.

- [New child in class – Sara's story – KS2 PSHE and Citizenship – BBC Bitesize](#)
- [New child in class – Robyn's story – KS2 PSHE and Citizenship – BBC Bitesize](#)
- [New child in class – Jimmy's story – KS2 PSHE and Citizenship – BBC Bitesize](#)
- [New child in class – Ashley's story – KS2 PSHE and Citizenship – BBC Bitesize](#)

Have pupils working in groups of around 3 for this activity. In their groups, they will create a system for welcoming new pupils from another country to the school. Give each group a copy of Appendix 6 which will remind them of some persuasive techniques they can use. Explore these at the following link (the second video clip explains them): [Home learning with BBC Bitesize – KS3 Secondary English for year 8 – BBC Bitesize](#). They should think of an idea and then prepare the following:

- An outline of their idea including how it will help new pupils to feel welcome;
- A name for their idea and a logo;
- A poster to advertise their system;
- A letter to the headteacher convincing them that they should adopt their idea – focus on how pupils feel when starting a new school using evidence from the video clips, together with the benefits of their new system;
- A presentation such as a Powerpoint or Prezi introducing their idea to the school – include information about issues new pupils face and how these will be overcome, together with the details of their new system and how it will be implemented.

Allow each group to present their ideas to the class. You could invite some judges and have a *Dragon's Den* style competition to choose an overall winner!

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 1-05a / HWB 2-05a

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

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. **LIT 2-24a**

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. **LIT 2-10a**

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

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 1-10a / HWB 2-10a



Activity 6: Coping Strategies

In the film, the frog struggled to make new friends in a school where he was different to everyone else. There will always be stressful times throughout life that we will have to learn to cope in. This activity introduces pupils to some techniques they can use.

Discuss with the class how the frog would've felt arriving in a foreign country and starting a new school where he didn't speak the same language and looked different to everyone else. Imagine walking around and not being able to understand what any signs, information, packaging etc say. **ASK** the pupils if they can think of any similar situations they have been in where they have felt unsure.

Explain that throughout life they will encounter many situations where they are unsure or uncomfortable. Brainstorm some of these on the whiteboard such as exams, starting a new job, starting secondary school, a friend moving away, moving to a new house, going to a new club, learning something new etc. Explain that today they will learn some strategies to help make these situations easier. **ASK** the pupils to think of what they do already to help them cope. They may suggest things like listening to music, playing a game or talking to a friend.

Watch the introduction to Mindfulness at [All it takes is 10 mindful minutes | Andy Puddicombe – YouTube](#).

Part 1 – Mindful Breathing

Resources: Appendix 8 & 9 either on the whiteboard or copies for pupils, large sheets of card/paper, colouring pencils/pens.

Explain to pupils that a really useful, quick & easy strategy to calm ourselves is to control our breathing. Using Appendix 8, explain how breathing slowly and properly (tummies should go out when we breathe in deeply and in when we breathe out) can help us be calmer. Now explore the different breathing activities on the poster in appendix 9, trying each one with the pupils. It may help to have the lights switched off for this exercise.

See table on the next page.

Pupils should choose a technique that they enjoyed and create a poster to help others use the technique. Alternatively, you may wish to allocate a technique to each pupil to ensure you have posters for each one which could then form a display. Together with instructions on how to carry out the breathing technique, they should include some of the benefits of focussing on the breath and using breathing as a 'superpower'.

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 1-02a / HWB 2-02a

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a

Hawk Hug	Cross your arms in front of you – left hand on right shoulder and right hand on left shoulder. Breathe in and out for 5 slow breaths. Pretend your hands are hawk wings and gently flap your shoulders a few times.
Balloon Belly	Breathe in deeply & slowly. Your belly should go out like it's a balloon blowing up. Now breathe slowly out and feel the balloon deflate.
Fire Hands	Rub the palms of your hands together quickly. Notice the feelings in your hands and arms, focusing on the heat being created. When you feel warmth, close your eyes and place your hands on your forehead and feel the warmth entering your head. Breathe in and out slowly.
Buzzing Bee	As you breathe in, imagine you are smelling a beautiful flower. Now breathe out and make a gentle buzzing sound like a bee.
Bubble Breath	Breathe in slowly for a count of 3. Now breathe out slowly for a count of 3 and imagine you are blowing a big bubble through a wand. Be careful, you don't want to burst the bubble!
Roller Coaster	Slowly breathe in for 3 and imagine you are climbing a rollercoaster, hold it for 3 at the top of the rollercoaster then breathe out for 3 as you head back down.
Hot Cocoa	Imagine you are picking up a big mug of hot chocolate. Imagine the warmth of the drink in your hands, you can close your eyes if you like. Now hold your drink up to your mouth but don't drink it, just take a big smell of your hot chocolate. Breathe out slowly enjoying the smell of your hot chocolate. Take several big deep smells of your drink and slowly breathe out as though you are cooling your drink.
Rocks & Socks	While breathing in, squeeze your hands into tight fists like rocks and imagine all your unwanted emotions gathering into the rocks. Now as you breathe out, imagine your body as floppy socks and let go of the tension.
Bunny Sniff	Pretend you're a bunny sniffing a fragrant flower. Take three quick inhales in through your little bunny nose and then one long exhale through your mouth.
Trace Eight	With your finger, slowly draw a figure of eight in the air, on the desk or on your hand/arm. As you draw the first loop breathe in and on the second loop breathe out.
Hand over Heart	As you breathe slowly in for 3 and out for 3, trace the shape of a heart in the air, on the desk or on your hand/arm with your finger.
Ocean Waves	Explain that you are going to breathe while making the sound of the ocean. Start with a visualisation: take a moment to close your eyes and see the waves crashing on the shore, listen to the sound of the surf upon the sand. Breathe in for 3 slowly then breathe out for 3 slowly while making a quiet 'haah' sound like the ocean.
What I See	While breathing in for 3 and out for 3 slowly, think of 5 things you can see right now.
What I Hear	While breathing in for 3 and out for 3 slowly, think of 3 things you can hear right now.
What I Feel	While breathing in for 3 and out for 3 slowly, think of how you feel right now.

Activity 6: Coping Strategies Continued

Part 2 – Journals

Resources: Jotters OR copies of Appendix 10 for each child, pencils.

Pupils should complete this exercise daily at the beginning of each day and record their responses in a jotter. Alternatively they could create a journal using the template in Appendix 10.

Each day begin by breathing in for a slow count of 3 and out for a slow count of 3. Do this three times. It may help to have the lights off when you do this exercise. Then ask pupils to write down the following:

- 3 things they are grateful for;
- 3 positive things about themselves;
- Something that will make today a great day;
- Something they could've done differently yesterday.

They shouldn't spend too long over-thinking, encourage them to write down the first 3 things that come into their head. They might find that they repeat responses which is fine! Once they have done this, complete a 'Mindful Minute' using Appendix 11. You could then watch one of the short Headspace animations at: [Headspace Animations – YouTube](#).

You may want to also share a motivational 'quote of the day' with pupils which they could also copy into their jotter/journal. Some examples can be found at:

<https://www.bing.com/images/search?q=motivational+quotes+ks2&form=HDRSC3&first=1&tsc=ImageBasicHover>

You could also play some relaxing music while pupils focus on their learning, such as:

[\(4655\) Beautiful Relaxing Music • Peaceful Piano Music & Guitar Music | Sunny Mornings by Peder B. Helland – YouTube](#)

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 1-02a / HWB 2-02a





Activity 7: Expression Through Music

Resources: Chromebooks/iPads or other suitable devices, headphones.

Alternative: A selection of musical instruments.

In the film, the frog enjoys creating music which can be understood and enjoyed regardless of language barriers. In this activity, pupils will express their feelings through music.

Discuss with pupils how music is used to create and explain feelings. Think of films and how the tone can be set using music, for example scary, exciting, sad etc. Play the following song excerpts and ask pupils to think of how it makes them feel, thinking about the types of instruments used and the tempo:

- **Taylor Swift – Shake It Off – YouTube** (1 min 40 secs – 1 min 56 secs)
- **Coldplay – The Scientist (Official Video) – YouTube** (42 secs – 1 min 6 secs)
- **Rossini: William Tell Overture: Final – YouTube** (15 secs – 46 secs)
- **(4655) Beautiful Relaxing Music • Peaceful Piano Music & Guitar Music | Sunny Mornings by Peder B. Helland – YouTube** (0 secs – 42 secs)
- **(4655) The Exorcist: Tubular Bells (Extended) – YouTube** (0 secs – 30 secs)

Explain that music affects our emotions in many ways:

- Patriotic or Loyal – National anthems and other music associated with a country or geographic area. Music and sounds associated with sports events, schools, clubs, and other organizations.
- Spiritual – Hymns, chants, gospel, and other music associated with religion or faith
- Nostalgic – Music can remind us of the past, both good times and bad times.
- Love – Music can be used to express love and as a sign of affection.
- Violent/Hatred – Music can be used in war or violence and to promote anger.
- Energetic – Rhythms in music can make us move faster and aid physical exercise.
- Happy or Sad – Music can lift our mood, make us smile or laugh. Alternatively, music can make us feel melancholy and can even make us cry.
- Irritated – Music we don't like can irritate us, as can a tune that gets stuck in your head and is repeated over and over.
- Scared – Music can make us feel scared or tense, for example during some 'dark' moment in a movie.
- Calm – Certain music can help the mind slow down and initiate the relaxation response.

Activity 7: Expression Through Music Continued

Discuss some different tempos, explaining that this is referred to as 'BPM':

Larghissimo	Very, very slow, almost droning (20 BPM and below)
Largo	The most commonly indicated "slow" tempo (40–60 BPM)
Adagio	Another popular slow tempo, which translates to mean "at ease" (66–76 BPM)
Andante	A popular tempo that translates as "at a walking pace" (76–108 BPM)
Moderato	Moderately (108–120 BPM)
Allegro	Perhaps the most frequently used tempo marking (120–168 BPM, which includes the "heartbeat tempo" sweet spot)
Vivace	Lively and fast (typically around 168–176 BPM)
Presto	The most popular way to write "very fast" and a common tempo in fast movements of symphonies (ranges from 168–200 BPM)
Prestissimo	Extremely fast (more than 200 BPM)

Don't worry too much about the technical terms. Just emphasise that slower, calmer music has a much lower BPM than fast, lively music.

Pupils can then work with a partner to create their own pieces of music to represent emotions. They can experiment with different BPM and instruments by accessing the following links using a Chromebook, iPad or other suitable device, or alternatively they could use physical instruments.

- [Beatmaker – Make Your Own Beat on Splice | Splice](#) (this allows pupils to change the BPM)
- [Virtual piano – Play piano online | Musicca](#) (piano/guitar/drums)

They should then share their piece of music with another pair and challenge them to make amendments to change the feeling portrayed. For example, if the music was happy they can change something to make it sad (think of instruments and BPM)?

Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 1-18a / EXA 2-18a

I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-19a / EXA 2-19a



Further Exploration

Channel 4 produced a programme which documented an experiment carried out in a school in an attempt to eradicate racism. This could be used to further explore diversity & discrimination. There are two parts to the programme, which can be accessed here:

[The School That Tried to End Racism – On Demand – All 4 \(channel4.com\)](#)

Some key discussion points in Episode 1 could be:

- Explain what ‘Unconscious Racial Bias’ means (24 seconds)
- What does it mean to be white? (1 min 26 secs)
- “If you don’t educate them in these issues you’ll never have a fully inclusive society further down the line.” Do you agree? Why? (1 min 37 secs)
- Pause the programme at 9 mins 30 secs once the results of the test have been revealed. Were the results as you expected? In what way? Is there anything surprising?
- Pause the programme at 15 mins 16 secs. Why does the girl not know where to go? Do you think that white people face issues or just those of different ethnicities?
- Pause the programme at 19 mins 19 secs. Discuss the differences between what was happening in each of the groups when they were separated by race. Why do they think the groups were acting in this way?
- Pause the programme at 25 mins 22 secs. Do you think that all people in the following groups are all the same? Why?
 - All white people
 - All black people
 - All Asian people
 - All Muslims
 - All Catholics

Appendix 1 **Film Poster**



Production Xbo films, Luc Camilli - Coproduction Nadasdy Film, Nicolas Bulet - Scénario Eric Montchaud & Cécile Polard - Musique originale Pierre Bastien - Cheffe opératrice Nadine Buss - Chargée de production Ane Lasa Barrio - Animation Patricia Sourdes, Pierre-Luc Granjon, Cécile Milazzo, Eric Montchaud, Chloé Sorin - Montage Santi Minasi - Sound design Loïc Burkhardt - Studio animation La Ménagerie - Studio fabrication marionnettes JPL Films & Pupp's Motion Studio - Distribution salles Gebeka - Ventes Autour de Minuit



Appendix 2 Language Barriers

**Read the following passage to your partner.
They should then have a turn reading it to you.**

We pegin our qrib eq a faziliar blace, a poqy like yours enq zine. Iq conqains a hunqraq qrillion calls qheq work qogaqhys py qasign. Enq wiqhin each one of qhese zany calls, each one qheq hes QNA, Qhe QNA coqe is axecqly qhe saze, a zess-broquceq rasuze. So qhe coqe in each call is iqanqical, a razarkaple puq veliq claiz. Qhis zeans qheq qhe calls are nearly alike, puq noq axecqly qhe saze. Qake, for insqence, qhe calls of qhe inqasqines; qheq qhey're viqal is cysqainly blain. Now qhink apouq qhe way you woulq qhink if qhose calls wyse qhe calls in your prain.

How did it make you feel?

Now work together to write the passage out correctly.

**Read the following passage to your partner.
They should then have a turn reading it to you.**

We pegin our qrib eq a faziliar blace, a poqy like yours enq zine. Iq conqains a hunqraq qrillion calls qheq work qogaqhys py qasign. Enq wiqhin each one of qhese zany calls, each one qheq hes QNA, Qhe QNA coqe is axecqly qhe saze, a zess-broquceq rasuze. So qhe coqe in each call is iqanqical, a razarkaple puq veliq claiz. Qhis zeans qheq qhe calls are nearly alike, puq noq axecqly qhe saze. Qake, for insqence, qhe calls of qhe inqasqines; qheq qhey're viqal is cysqainly blain. Now qhink apouq qhe way you woulq qhink if qhose calls wyse qhe calls in your prain.

How did it make you feel?

Now work together to write the passage out correctly.

**Read the following passage to your partner.
They should then have a turn reading it to you.**

We pegin our qrib eq a faziliar blace, a poqy like yours enq zine. Iq conqains a hunqraq qrillion calls qheq work qogaqhys py qasign. Enq wiqhin each one of qhese zany calls, each one qheq hes QNA, Qhe QNA coqe is axecqly qhe saze, a zess-broquceq rasuze. So qhe coqe in each call is iqanqical, a razarkaple puq veliq claiz. Qhis zeans qheq qhe calls are nearly alike, puq noq axecqly qhe saze. Qake, for insqence, qhe calls of qhe inqasqines; qheq qhey're viqal is cysqainly blain. Now qhink apouq qhe way you woulq qhink if qhose calls wyse qhe calls in your prain.

How did it make you feel?

Now work together to write the passage out correctly.

Appendix 3 Language as Code

Look at the following text.

What type of text do you think it is?

Can you work out what any of it means?

Valmyndin Taka með

Hamborgari og franskar
Pylsa og franskar
Ostasamloka
Skinka Samloka
Skinkusalat
Eggjasalat
Gulrótarkaka
Súkkulaðikaka
appelsínusafi
Blackcurrant safi

How did it make you feel?

Imagine if all text everywhere was like this.

What would this prevent you from being able to do if you couldn't understand any text?

Look at the following text.

What type of text do you think it is?

Can you work out what any of it means?

Valmyndin Taka með

Hamborgari og franskar
Pylsa og franskar
Ostasamloka
Skinka Samloka
Skinkusalat
Eggjasalat
Gulrótarkaka
Súkkulaðikaka
appelsínusafi
Blackcurrant safi

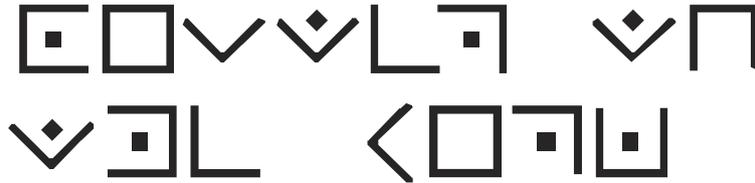
How did it make you feel?

Imagine if all text everywhere was like this.

What would this prevent you from being able to do if you couldn't understand any text?

Appendix 4

Look at the following code.



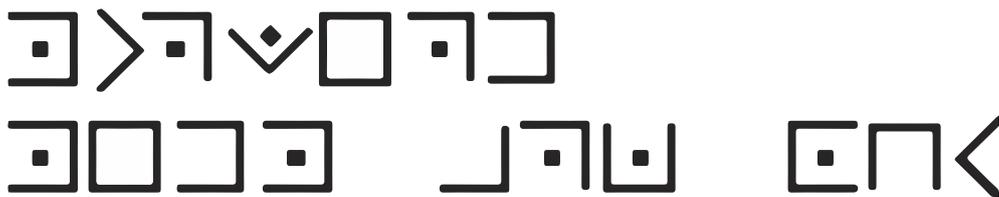
Can you find letters that are the same?

Can you work out what any of it might mean?

Your teacher will tell you what the code means!

Now use what you know from the above example, together with the grid below, to see if you can work out what the code underneath says.

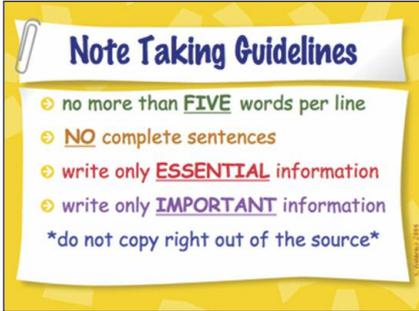
AB	CD	EF
GH	IJ	KL
MN	OP	QR



Once you have cracked the code try writing some messages for your partner to solve!

Appendix 5 Refugee Note Taking

Remember:



Note Taking Guidelines

- ⦿ no more than **FIVE** words per line
- ⦿ **NO** complete sentences
- ⦿ write only **ESSENTIAL** information
- ⦿ write only **IMPORTANT** information
- *do not copy right out of the source*

	Why they left	Issues they faced in their new country	What helped them to settle in their new country
Ali			
Hamid			
Juliane			
Navid			
Rachel			



Appendix 6 **Persuasive Techniques**

P

is for personal tone – use language that includes the reader and makes them feel involved.

E

is for emotive language – use words that have a strong emotional impact on the reader.

R

is for rhetorical questions – use questions to make the reader think about your viewpoint.

S

is for say again – repeat key points to reinforce your most important ideas.

U

is for undermine opposing arguments – show that you recognise an opposing viewpoint and then undermine that argument.

A

is for anecdotes – use a short, interesting story from real life.

D

is for direct address – use personal pronouns, like ‘you’ and ‘your’, to involve your reader.

E

is for exaggeration – use exaggeration to make your point stronger.

Appendix 7 Personal Recount

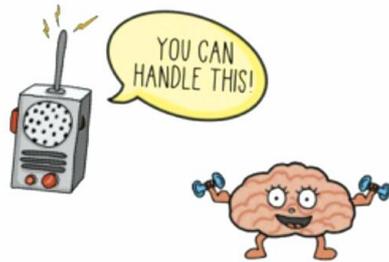
Frog or Rabbit:	
Event	Feeling

Self & Peer Assessment Sheet

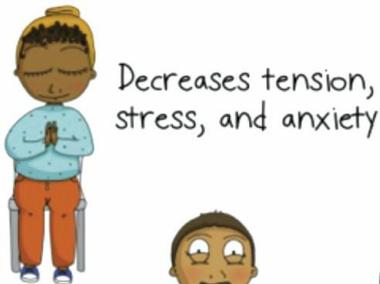
Criteria	I think...	My partner thinks...
First Person ('I')		
Past Tense		
Chronological Order		
Describe Events		
Describe Feelings		
Partner feedback: What was good? What could be improved?		

Appendix 8 Breathing Superpower

Sends a message to your brain that everything will be okay...and, that you can get through hard things



Helps you to solve problems and find solutions



Decreases tension, stress, and anxiety

Grows the thoughtful pre-frontal cortex part of your brain



why MINDFUL BREATHING

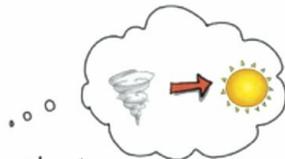
is your SUPERPOWER



Improves your immune response, keeping you stronger and healthier



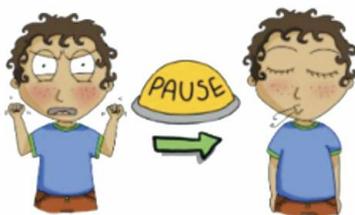
Clears up foggy thinking and improves memory, attention, focus and concentration



Decreases blood pressure and slows down your heart rate



Improves self-control



Acts like a "Pause" or "Reset" button, moving you out of a Fight-Flight-Freeze state into a Relaxed & Responsive state

Appendix 9 **Breathing Superpower**



Calming Strategies
for a trauma sensitive classroom



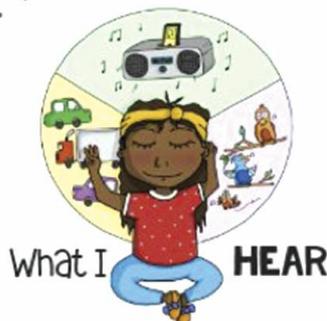
WHOLEHearted



MY Breathing EXERCISES



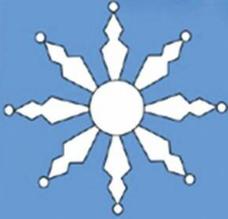
Hand over HEART



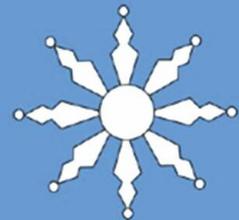
Appendix 10 **Breathing Superpower**

Date:	Date:
I am grateful for:	I am grateful for:
I am...	I am...
Today will be a good day because I will...	Today will be a good day because I will...
Yesterday could've been better if I had...	Yesterday could've been better if I had...

A MINDFUL MINUTE



What can I hear?
What can I smell?
What can I feel?
What can I see?
What can I taste?



Take one minute, concentrate and fill your mind with what is happening right now. All your worries will disappear and you will feel calm and relaxed.



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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