

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack: **Titina**

First and Second Levels | Created by Mhairi Kettles

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

DCA
Dundee Contemporary Arts



discoveryfilmfestival.org.uk

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With support from the DCA Cinema and Learning teams



Introduction

Discovery Learning Resources give you exciting classroom activities to enhance Curriculum for Excellence delivery.

They are created by classroom teachers and education professionals.

Each resource aims to:

- support and extend working with film in the classroom
- help prepare teachers for a class visit to a Discovery Film Festival film and to extend the impact of that visit for delivery of CfE
- develop confidence in Moving Image Education approaches and working with 21st Century Literacy/moving image texts

Each resource is free and available to download from:

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

Titina

Dir: Kajsa Næss

Norway 2021 / 1h31m

Norwegian with English subtitles



Titina

Synopsis:

Based on a true story, we follow the adventure of renowned polar explorer, Roald Amundsen and airship engineer Umberto Nobile as they take on the last undiscovered place on the world map. Titina, Umberto's rescued street dog, joins the expedition and adds a humorous element to the film as it explores the difficulties of sharing achievement, friendship, triumph and betrayal.



An exquisite animation which uses beautiful imagery and music to lead the viewer through a creative retelling of North Pole exploration and some real archive footage of the events and characters.

Themes:

triumph, betrayal, friendship, emotions, exploration, discovery, defeat.

Advisory note:

The film demonstrates the hard life of stray animals in Rome. It also shows the peril of an animated dog being prepared for a meal as he is lifted over the pot. However, he is rescued by his owner. The film also touches on the theme of death where it is implied one explorer is lost through images, colour and music. Another character and his dog pass into the afterlife through the use of beautiful imagery.

Before watching the film

Activity 1: Talking and Listening

The Poster

You will need: Activity Sheet 1 (The Poster), pencils, paper.

The poster can be printed or displayed on the whiteboard.

Pupils will look closely at the poster.

Predict and share with a partner, or small group:

- What does the poster tell you?
- Who are the main characters?
- What is the genre of the film?
- Who/What is Titina and why is this the title?
- Does the poster tell you anything interesting about the film?

Watch the trailer – what is the purpose of a trailer?

<https://www.youtube.com/embed/ClfzHiK9ef4>

Discuss the following questions with the children:

- Who are the main characters?
- What do you think will happen?
- What do the costumes tell us about the film?
- Do the colours tell us anything?
- What will the outcome of the film be?
- What questions do you have?

*I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. **LIT 1-07a***

*I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. **LIT 2-07a***



After the film

Activity 2: Design and Technology

You will need: Activity Sheet 1 (The Poster), pencils, paper, laptops/computers/iPads.

Ask the pupils to look at the poster again.

Discuss:

- Is there anything they would change? Why?
- What images would you prefer to use?
- What colours?
- What message do you want to convey?



Pupils will plan and create a poster using your preferred computer program e.g. Word, PowerPoint, Textease, Paint, etc.

Discuss the elements of poster design, such as:

- Purpose
- Audience
- Title
- Font
- Graphics

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

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

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 1-07a/ EXA 2-07a

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a

I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a

I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. TCH 1-11a

I can use a range of graphic techniques, manually and digitally, to communicate ideas, concepts or products, experimenting with the use of shape, colour and texture to enhance my work. TCH 2-11a

I can demonstrate a range of basic problem solving skills by building simple programs to carry out a given task, using an appropriate language. TCH 1-15a

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



Activity 3: **Literacy and History**

Fact Files about Roald Amundsen and Umberto Nobile

You will need: Activity Sheets 2a, 2b, 2c, 2d, pencils, paper, laptops/computers/iPads.

Children can use the activity sheets as a starting point for research and then move onto laptops, computers or iPads to research information about Roald Amundsen and Umberto Nobile.

Discuss:

- Why did Amundsen plan to rescue Nobile?
- Why did Nobile not signal to Amundsen?
- What happens to Amundsen?
- Did you spot any changes in the film (music, colours, pace)?
- What happens at the end?
- Were the real characters similar to how they are portrayed in the film?
- What are interesting facts about the characters?
- What is a reliable source?

Children can work with a partner or individually to research information and complete the planning sheet (Activity Sheet 2c) by taking notes of information in each column.

Once the planning is complete, children can complete a Fact File about either Roald Amundsen or Umberto Nobile and share this with others in the class. They may wish to discuss different facts they have discovered and why they have chosen to include them.

*I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts. **LIT 1-15a***

*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***

*Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. **TCH 1-02a***

*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***

*I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past. **SOC 1-01a***

*I can use primary and secondary sources selectively to research events in the past. **SOC 2-01a***



Activity 4: **Art & Design and Science**

Making Airships



You will need: Activity Sheet 3, pencils, paper, junk, art straws, art material!

Children can work in groups to design and create a model airship.

They will need to begin by discussing the name for their airship, the structure and the materials they will need to create their model. They should consider testing materials before creating any 3D structure.

They will need to discuss how they will test their creations, which could be using fans, a watering can for rain and so on.

*I can design and construct models and explain my solutions. **TCH 1-09a***

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

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

*I 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***



Activity 5: **Literacy and Science**

Svalbard and Climate Change

“Svalbard is one of the world’s most northerly inhabited areas and a popular destination for Arctic scientists!” (Discovering the Arctic). The UK has an Arctic Research Centre in Svalbard.

You will need: Activity Sheet 4, pencils, paper, laptops/computers, etc.

Task 1: Ask children to use atlases to locate Svalbard on the map.

Discuss and research:

- Why does the UK have an Arctic Research Centre here?
- Which explorers travelled to this part of the world?
- What wildlife is common in Svalbard?
- What impact can be seen from Climate Change?
- What is the weather like?
- What are the seasons like?
- What would a visitor need to bring with them?

Task 2: Children will use their learning to create a tourist information leaflet about Svalbard.

They should consider:

- Leaflet layout and graphics
- Catchy title
- Introduction
- Positive
- Persuasive language
- Visitor comments
- Contact details
- Places to visit

Throughout the writing process, I can check that my writing makes sense. LIT 1-23a

Throughout the writing process, I can check that my writing makes sense and meets its purpose. LIT 2-23a

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

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

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a

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

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

Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. TCH 1-02a

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

View the Arctic Station virtually NERC – Arctic Station



The National Library of Norway via *Encyclopaedia Britannica*
<https://www.britannica.com/biography/Roald-Amundsen/images-videos#/media/1/21974/251397>



Activity 6: **Digital Learning and Expressive Arts (Drama)/Literacy**

Create a News Report

Option 1:

You will need: Activity Sheet 5, paper, pencils, costumes, props, scripts, iPad.

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

Ask them to think about:

- What story will you tell? There are a few parts of the story which could be reported on, such as stray animals, building and airship, the expedition, the storm, the discovery, the missing Roald Amundsen.
- Will you interview characters? What questions will you ask?
- Will you need costumes, props, scripts, etc.?
- Will you record it using an iPad? Could you use an app, such as iMovie, to add sounds and text?

Option 12:

You will need: Activity Sheets 5 and 6, paper, pencils.

Children will plan and complete a news report.

Ask them to think about:

- What story will you tell? There are a few parts of the story which could be reported on, such as stray animals, building and airship, the expedition, the storm, the discovery, the missing Roald Amundsen.
- Features of an article.

I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts.

TCH 0-01a

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

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

I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology. **EXA 2-12a**

I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a**

In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. **LIT 2-22a**

I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. **LIT 1-25a**

I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.

I recognise the need to acknowledge my sources and can do this appropriately. **LIT 2-25a**



Activity 7: **Listening and Talking**

Amundsen Vs Nobile

You will need: Activity Sheet 7, pencils, paper.

The film explores the challenges of discovery credit, with both parties believing they should be the one to claim triumph.

The class teacher should split children into groups of four. Two children will be in favour of Amundsen receiving the glory and the remaining two children will be in favour of Nobile.

Children should work with their partner to complete Activity Sheet 7 to develop arguments for their explorer and arguments to counter their opposers.

They can use their work created in Activity 3 to support their arguments.

Children will then take part in a group debate which can be performed to the class, or within their group.

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

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

*I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. **ENG 1-03a***

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 can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. **LIT 1-06a***

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

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

When listening and talking with others for different purposes, I can:

- *share information, experiences and opinions*
- *explain processes and ideas*
- *identify issues raised and summarise main points or findings*
- *clarify points by asking questions or by asking others to say more.*

LIT 2-09a

Activity 8: **Literacy**

Create an Expedition Story

You will need: Activity Sheet 8, pencils, paper.

By now, pupils will have a good understanding of the story that inspired Titina. This activity gives them an opportunity to create their own expedition story using their learning from this pack.

Children should use Activity Sheet 8 to plan their story. Once planned they may choose to write, or type their story.

Encourage pupils to imagine themselves in 1926. Discuss:

- How they would feel?
- What would they wear?
- Who and what will they take on the expedition?
- Vocabulary
- Layout
- Paragraphs
- Dialogue
- Graphics
- Setting

*I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a***

*In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. **LIT 2-22a***

*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 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 my own stories, poems and plays with interesting structures, characters and/or settings. **ENG 1-31a***

*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 9: **Discussion and Critical Thinking**

Villain or Hero – Reliability/Unreliability of the Media

You will need: media sources, magazines, news articles.

Though this film portrays Roald Amundsen as a 'villain', it is important to recognise that many people view this historical figure as a great explorer and hero.

Discuss the following with the children:

- Now we know the real story, what do we think? Is the film true to history?
- What messages can we take from the film and story?
- What could have happened differently?
- Can we rely on the media to tell the truth?
- Can we think of any stories where the media has not been truthful?
- Can we believe everything we read online?

Please note: This may spark some challenging conversations and questions but will encourage children to think critically of their sources for information.

Ask children:

- If Amundsen and Nobile were alive today, what would you say to them or ask them?
- How would you try to resolve their conflict?

This may encourage children to investigate other explorers and expeditions which may lead to a discovery of other controversial characters from history which could provide an interesting homework task, and further discussions.

To help me develop an informed view, I am learning to recognise the difference between fact and opinion.

LIT 1-08a

To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. **LIT 2-08a**

To help me develop an informed view, I can recognise the difference between fact and opinion. **LIT 1-18a**

To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are. **LIT 2-18a**

Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. **TCH 1-02a**

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**



Additional Activities:

- Music in the film – Jazz
- Living in extreme conditions
- Titina Song (link and lyrics on Activity Sheet)
- Costs of calling different locations
- Alaska – unexplored land
- Create a North Pole-O-Meter
- Seasons
- Research Polar Explorers
- Explore the route of the expedition using maps and plotting
- Archived footage in the film – why? What other footage can we find?

Useful Websites:

UK Arctic Research Station – British Antarctic Survey (bas.ac.uk)

Svalbard science – Discovering the Arctic

Svalbard – Google Maps

Polar exploration | Royal Museums Greenwich (rmg.co.uk)

Roald Amundsen: 11 Fascinating Facts about the Norwegian Polar Explorer – Life in Norway

Nobile's drama and Amundsen's end | Polarjournal

Access Archive Footage:

Moving Image Archive | National Library of Scotland (nls.uk)

Scotland on Screen

Press Kit available:

Titina – les films du losange

Activity Sheet 1: **Talking and Listening/Design and Technology**
The Poster



Activity Sheet 2a: Literacy and History

Umberto Nobile



CHARACTERS



Umberto Nobile

Nobile is a brainy, and somewhat soft fellow. He's fond of jazz music and continental comforts. His dream was to become a pilot. But he's too short and ended up as a brilliant airship engineer.

Nobile is a man who practices his profession confidently and with mastery. Though recognized for his great technical skills, he does perhaps not receive the admiration he deserves. Passionate, he truly believes that almost anything can be solved with airships. He is a modern, intellectual man with a keen interest in art and politics, well-read and sophisticated. Nobile is gentle, caring, and sensitive. He loves Tina and to go anywhere without her is unthinkable, even to the North Pole.



somewhat naive

ambitious romantic



easily offended

continental and intellectual

Activity Sheet 2b: Literacy and History

Roald Amundsen



CHARACTERS



stubborn and stiff

honorable

fearless ambition

natural leader

PR genius

Roald Amundsen

Amundsen is world-famous as the ultimate polar explorer. He is driven by an obsession to be the first where no man has gone before. His ambition knows no limits, and he won't allow anything to get in his way.

Amundsen is strategic and fearless. He is stubborn, determined, with highly developed tunnel vision. He appears to be a generous man, upright and principled, but always keeps his eyes on the horizon, and doesn't necessarily notice other people's feelings.

Activity Sheet 2c: **Literacy and History**

Planning Sheet

Important Information: (e.g. date of birth)	Growing up:	Work life and Discoveries:	Interesting Facts:

Activity Sheet 3: **Art & Design and Science**



Airship Name:

What materials will you need?

.....
.....

What will the measurements of your model be?

.....
.....

How will you test it?

.....
.....

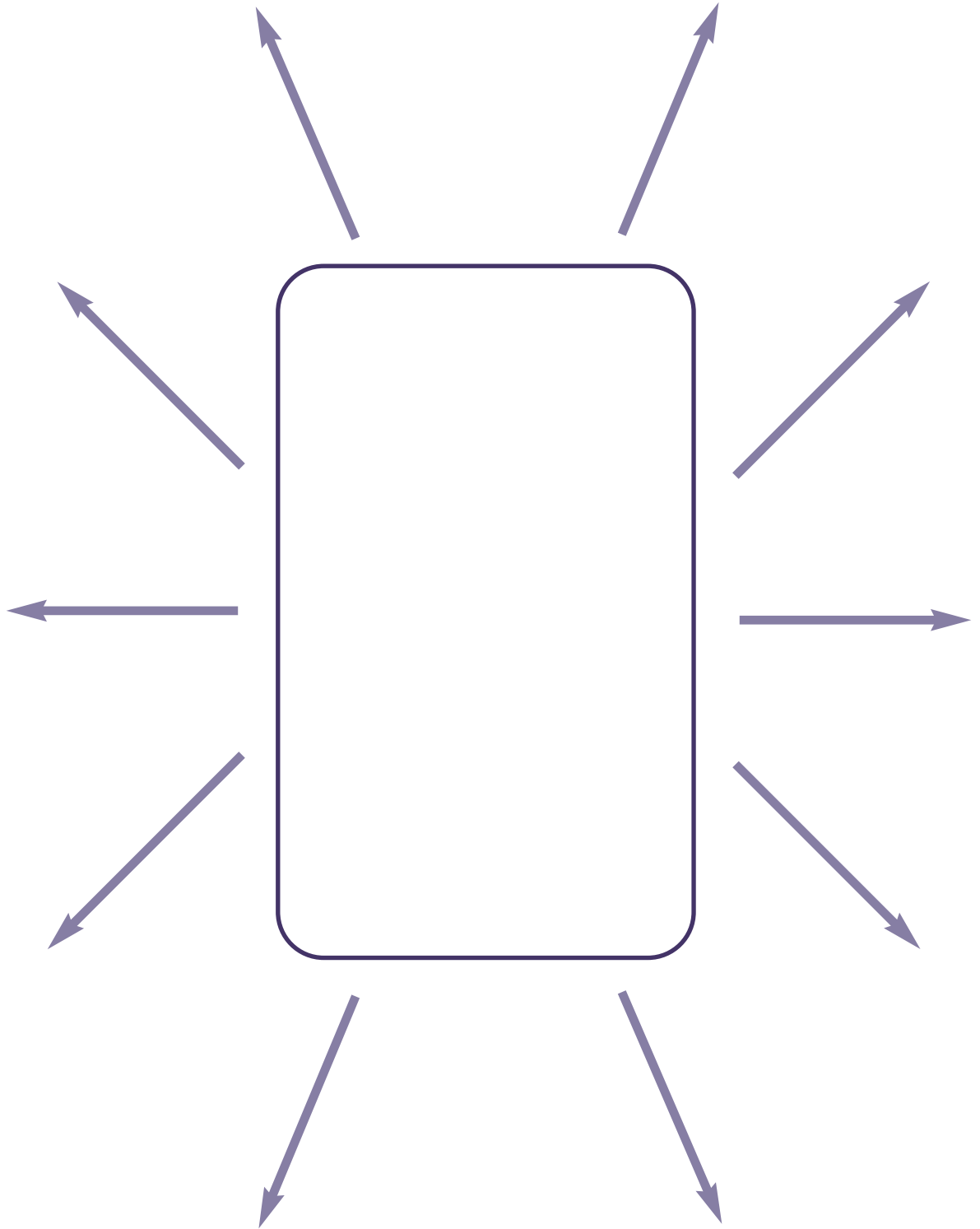
Design Sketch:

Activity Sheet 4: **Literacy and Science**

Where is Svalbard?	What wildlife can be found in Svalbard?	Why is Svalbard a popular tourist destination?

What does the research centre do?	Interesting Svalbard Facts

Activity Sheet 5: **Digital Learning and Expressive Arts (Drama)/Literacy**



Activity Sheet 6: **Digital Learning and Expressive Arts (Drama)/Literacy**

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Activity Sheet 7: **Listening and Talking**

Group Members:

Arguing For:

Motion:

Opening Statements:

Argument 1:

Argument 2:

Argument 3:

Closing Statements:

Additional Information – Titina



CHARACTERS



curious and friendly



enjoys comfort

street-smart charmer

loyal to the bone

unfit for polar adventure

Titina

The tiny terrier Titina is a true charmer and reveals all her emotions with unmistakable doggy body language. The pragmatic dog purposefully enchants Noble, who rescues her from a harsh life on the streets of Rome and names her after this hit song:

Billy Murray sing "Titina" - 1925

Titina loves comfort and the good things in life, which she consumes and enjoys without hesitation. When Noble takes her in, she has everything she needs: food, shelter and affection. She has no enthusiasm whatsoever for dramatic expeditions and is totally unsuited for polar adventures. Titina's perspective reveals how small motivations can drive great men.

Additional Information – The True Story

THE TRUE STORY

On May 12, 1926, the Norwegian polar explorer Roald Amundsen, the Italian airship engineer Umberto Nobile, Nobile's dog Titina and the crew of the airship "Norge" became the first to fly over the North Pole.

Numerous explorers, including Amundsen himself, had tried to reach this last white spot on the map for decades. At the time, no one knew what they would find at the pole, and especially in the area between the pole and Alaska, Amundsen hoped there would be unexplored land.

The Norge expedition was sponsored by the adventurous American millionaire Lincoln Ellsworth and a Norwegian foundation for aeronautic travel (Norsk Luftseilbåstørelse). The Italian state led by fascist dictator Benito Mussolini agreed to sell the airship for 75,000 USD and then buy it back after the expedition for 46,000 USD, and hence Italy was an indirect sponsor of the voyage. The airship was designed by Umberto Nobile prior to Amundsen's plans, but Nobile modified it for flight in arctic conditions.

The official name of the expedition was the "Amundsen-Ellsworth-Nobile Transpolar Flight", but in the popular press it was entitled "From Rome to Nome". The press attention was massive, and Titina became a star. During the expedition, she had her own diary in *The New York Times*

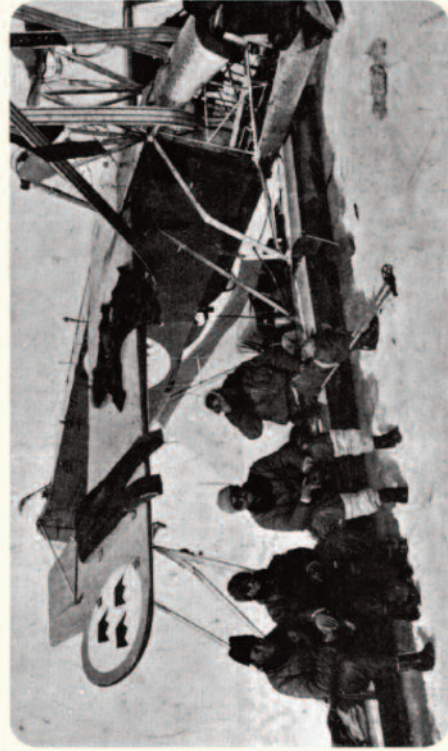


Additional Information – The True Story

THE TRUE STORY

The airship took off from the Norwegian island Svalbard on May 11, and the next day, they reached the North Pole. It is impossible to land an airship without dozens of people and infrastructure on the ground, so they flew over this geographic landmark and threw flags out of the window to mark the conquest. The pole turned out to consist of nothing but drifting ice and there was no land between the Pole and Alaska either. Due to bad weather, the airship Norge crashed in Teller rather than Nome in Alaska. The expedition was still a triumph, but in the aftermath, Amundsen and Nobile got embroiled in an undignified public quarrel over the glory.

Nobile established a second expedition to go up to the North Pole again in the airship Italia. The official reason was to carry out scientific research, but the popular opinion was that Nobile wanted to redeem himself and prove that he was capable of reaching the pole without any Norwegians onboard. In 1928 he was ready with and all Italian crew (except one Swede and one Czech), initiated by himself and backed by the Italian Royal Navy and the City of Milan. The Navy was naturally controlled by Mussolini and, being a communist, an alliance with the fascist dictator must have been a tough call to make for Nobile.



Additional Information – The True Story



And this time disaster struck. The airship Italia reached the North Pole, but on the way back to Svalbard, they were caught in terrible weather. The airship crashed in the remote Arctic and the balloon itself flew away with men flung to their certain death. Eight crewmen died, and Nobile broke his leg, ribs, and skull. Nobile, Titina, and the other survivors spent up to six weeks stranded on the ice, while numerous rescue operations were mounted. Search parties from many nations took part, and the rescue operation became the biggest mediated event of the 1920s. Amundsen also wanted to contribute to the search. He was eventually denied access to the official Norwegian operation but managed to get French backing and flew out with a crew of four Frenchmen and one Norwegian aviator. They took out from Tromsø on the Norwegian mainland and set course for the Arctic Island Svalbard. No one had flown this distance before, and the seaplane Latham 47 might not have been fit for such an extreme journey. They most likely flew into bad weather, and something went terribly wrong. The aircraft disappeared. Amundsen, his crew and the plane got lost, never to be found.

Eventually, Nobile and Titina were flown out by airplane, ahead of their crewmen against Nobile's wishes. He wanted to stay with his men, but the order from Mussolini was to bring Nobile out. Consequently, Nobile was derided in the press, blamed for Amundsen's death and for abandoning his men. His surviving crew were later rescued by a Russian icebreaker.

Titina was the first animal to become an international super star. After finding fame in 1926, she visited Japan, was invited to the White House, and toured Hollywood. This dog's unlikely life triggered our imagination, and we realized that telling the story about Amundsen and Nobile with Titina at the centre gave us the opportunity to shape a very different polar epic.



