

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: Leaf

Levels 1 and 2 / Ages 8+

Curricular Themes: Health and Wellbeing (Mindfulness and Grounding)

Created by Ian Cameron

Discovery Film Festival: Sat 17 October - Sun 1 November 2020

discoveryfilmfestival.org.uk

DCA

Dundee Contemporary Arts


EUROPA CINEMAS
MEDIA-PROGRAMME OF THE EUROPEAN UNION

DUNDEE
ONE CITY, MANY DISCOVERIES

 
CREATIVE LAND

ALBA | CHRUTHACHAIL

© Dundee Contemporary Arts 2020

With support from 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

www.discoveryfilmfestival.org.uk/resources



Leaf (Lístek)

Dir: Aliona Baranova

Belarus / Czech Republic 2020 / 5m40s

Dialogue free

Synopsis

A sailor is given a leaf as a present from a little girl coming on to his ship. It reminds him of home. As the voyage continues, it becomes apparent his job on the ship is very busy. At the end of his current tour of duty he finally gets a break and returns to his home to find a moment of relaxation. The leaf is used to show how feelings and emotions can be anchored in times of stress.

Focus

Health and Wellbeing – Mindfulness and Grounding

Other Film Links Within the Festival

Mishou – dir. Milen Vitanov – Teamwork

Before watching the film

Activity 1 – Predicting



Before watching the trailer (<https://vimeo.com/382909295>), tell the pupils the film they are going to watch is called *Leaf*. Ask the pupils in shoulder partners to write or draw as many things that they know about leaves as they can on an A3 sheet of paper. They should be given 3 minutes to do this. Given the ideas they have written on the paper, the pairs should come up with some ideas of what the film might be about, what they might hear in the film, what they might see.

The pupils should then watch the trailer. They should then be given 1-2 minutes to discuss with their partners what they got right and anything they would change about their prediction about what the film might be about.

I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. **LIT 1-13a**



Activity 2 – Questions to Consider

Questions to ask before watching the full film might include:

- Who is the main character?
- Why is she/he on the boat?
- What kind of boat is it?
- Why is the leaf important to the main character?
- What colours are being used?
- What do we call a film where the story is drawn or painted, but appears to be moving?

*I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. **LIT 1-13a***



After watching the film

Activity 1 – What Can I Hear?

The pupils should have **Activity Sheet 1a** in front of them. They should “watch” the film without being able to see it. This could be as simple as putting a sheet over the screen you are using, but most interactive boards will allow the screen to be frozen by pressing the button on the remote that (usually) looks like a snowflake.

Pupils should record all the sounds they hear. This can be done by drawing, writing or a combination of both depending on the age/stage of the pupils. If this is the first time pupils have done an activity like this, they might need some scaffolding. As the teacher you can listen with them to the first 30 seconds of the film and then describe what you hear. It can help to split the types of sound into three categories:

- Soundtrack (music)
- Speech (spoken words)
- Sound Effects (coughs, seagulls, crowds, chuffing trains, splashing water etc).

Using **Activity Sheet 1b**, the pupils should then be asked to listen again, this time focussing solely on the Soundtrack (music). They should circle the words they think describe the music best and be given time to discuss with a shoulder partner why they did not circle some words. They should use these notes to write a short description of the music they heard. Pupils should be given an opportunity to discuss with a partner what they think is going on in the film.

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

Activity 2 - Colours



Pupils should now watch the film with sound and visuals. You might wish to refer back to the previous task and give the pupils a chance to discuss the ideas they got right.

Tell the pupils they are now going to watch the film again, but this time they should focus on the colours that are used. They should concentrate on the colours they see lots of, or any that particularly stand out. The back of **Activity Sheet 2** could be used to record ideas.

After a short class discussion (Why is the sailor in blue when no-one else is? Why is orange used a lot? What other colours did you see? Etc), pupils should then fill out **Activity Sheet 2**.



Activity 3 – How do you Relax? Part 1

The director/ animator, Aliona, has included some of the ways she relaxes. These could be read out to the pupils.

There are many things that relax me:

- *Going out in nature always does this trick. Especially the sea and ocean.*
- *Going for a long walk. There is something special and calming in a repetitive movement.*
- *Doing yoga helped me a lot It is a gift, to be able to focus on your breath and your body and let go your thoughts.*
- *Time that I spend with small group of friends... contact with other human beings.*
- *Reading something and being totally absorbed in a story, in a different life.... Also good with a TV series or films.*
- *If I am overwhelmed with the amount of duties or things that I have to do, I always make a list and try to plan. It helps me to see that everything is possible and calms me down.*

- Aliona Baranova, 2020

Explain to the pupils that the sailor has a very busy life with lots of jobs to do on the ship. Pupils should make a list of all the jobs they can remember the sailor doing while onboard the ship.

Ask the pupils, “what did the sailor do that helped him to relax?”, “Where there any particular things that he thought about?”. This should lead the pupils to realising that the sailor used thoughts of home (a place he felt safe, secure and relaxed) to help him relax, even when he wasn’t there. Pupils should think about the places they feel relaxed and safe. They should use **Activity Sheet 3a** to record these thoughts. Be sensitive to pupils who maybe do not always feel safe in their own home. The safe place could be an imaginary place that they invent where they think they would feel safe.

When the pupils have completed this task, you can then lead the pupils into thinking about other things that relax them. These might be physical activities such as running, cycling, swimming, playing in the park. Encourage them to also consider more sedate ways of relaxing like making origami, sitting and listening to the sounds around them, breathing slowly and reading. Explain there is no right or wrong way to relax, everyone is different, but finding various ways to relax is important for mental health. Explain that practising to relax is much easier when they are already relaxed, so they should look to try out any strategies that relax them when they are feeling calm or rested first.

Pupils should then complete **Activity Sheet 3b**.

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 0-02a / HWB 1-02a



Activity 4 – How do you Relax? Part 2

Although the sailor found life onboard busy and stressful, having the leaf in his pocket helped him to focus on things that helped him destress. It was made more special because it was gifted to him by the small girl who was embarking on the ship. Sometimes having something around can help us feel more secure.

Explain this to the pupils. Ask them if they have any special items at home that are very special to them. Maybe they remind them of a special time, or maybe a special person. Maybe they were given to them by someone that means a lot to them. The pupils should have a chance to tell someone else in the class about their special item. This can be done by placing A3/2 sheets of paper at either side of the classroom and giving pupils post-it notes. The sheets could have the headings, “Reminds me of a Person”, “Reminds me of a Place”, “Was given to me by Someone Special”, “Found this Somewhere Special”. The pupils could then add notes (written or drawn) to the sheets of paper that are most relevant to their items. A few pupils could be picked to share with the rest of the class the items that they have added to the sheets and why.

Pupils should then fill out **Activity Sheet 4**.

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 0-02a / HWB 1-02a**



Additional Resources

Extension Activities:

- Cosmic Kids Yoga Channel - <https://www.youtube.com/user/CosmicKidsYoga>
- Mindfulness Dojo Activities - <https://ideas.classdojo.com/b/mindfulness>



Activity Sheet 1a - What can I Hear?

What can I hear? Draw or write.

Activity Sheet 1b - What can I Hear?

Circle the words to describe the music.

happy

cheery

slow

quiet

loud

scary

soft

sad

jolly

fast

exciting

hard

Use the words you circled. Write a few sentences about the music.

Activity Sheet 2 - Colours

The colours I saw were...

I saw _____

I saw this when

I saw _____

I saw this when

The colour I was most aware of was _____

Draw a picture of something from the story that colour.



Activity Sheet 3a - My Favourite Place

My Favourite Place.

My favourite place is _____

I like it because _____

I go there when _____



Activity Sheet 3b - How I Relax

How I Relax	
<p>The first thing I like to do is</p> <hr/> <hr/> <hr/> <hr/> <p>I like to do it because</p> <hr/> <hr/> <hr/> <hr/>	<p>The second thing I like to do is</p> <hr/> <hr/> <hr/> <hr/> <p>I like to do it because</p> <hr/> <hr/> <hr/> <hr/>



Activity Sheet 4 - My Special Things

My Special Things

My special thing is _____

It's special to me because _____

My special thing is _____

It's special to me because _____



Evaluating this resource

We hope that you found this resource useful and appropriate.

Please do send us 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