

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource: Little Grey Wolfy – The Winter Story

Level 1 / Years 1 - 3 / Ages 5 - 8

Curricular Themes: Literacy, Art and Health & Wellbeing

Created by Sonia Swankie

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

[discoveryfilmfestival.org.uk](http://discoveryfilmfestival.org.uk)

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## Introduction

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

They are created by classroom teachers and education professionals. Each resource aims to:

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

Each resource is free and available to download from

[www.discoveryfilmfestival.org.uk/resources](http://www.discoveryfilmfestival.org.uk/resources)



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## Little Grey Wolfy – The Winter Story

Dir: Natalia Malykhina

Norway 2016 / 6m

Dialogue free

### Synopsis

The first of four short films about the adventures of a little wolf and his friends. Each film focusses on a different season, beginning with *The Winter Story*.

It would seem that nothing interesting could happen to Little Grey Wolfy in a boring, sleeping, winter forest. The world around is white, silent and cold. Poor Wolfy feels lonely and hungry. But everything changes, as if by magic, when the curious wolf finds an unusual object in the snow. Fantastic adventures begin, as the forest is suddenly filled with bright colours, life and action. Or is it just his memories about warm summer days?

The film takes us into the wonderful world of one curious, cute and perhaps naive little wolf and his good friends as we follow them on their funny and exciting adventures. This is a story about how imagination can transform the world around us, make it more interesting and fill it with magic. Beautifully animated, it explores how reading can be a journey to a magical world, if you only open the book and open your heart and your eyes wider.



## Director

Born in Vladivostok, Russia, on 11 January 1971, Natalia Malykhina studied at the Professional Art College of Animation and Cinematography in Moscow. Upon graduating in 1992, she began her career as an advertising scriptwriter for Charm Studio in Moscow.

*Little Grey Wolfy – The Winter Story* is Natalia's debut short film as a director and producer. She is no stranger to animation however, having enjoyed previous success as an animator on well-known projects such as *Mr Bean*, *Angelina Ballerina* and *Kipper*. *Little Grey Wolfy* is the first creation from her studio 'ULVENFILM' in Norway.

## Underlying themes

The seasons, freedom through imagination, classic stories, friendship, thinking beyond the current situation.

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## Before watching the film

### Activity



Look at the stills in **Appendix 1**. Pupils should either work individually or in small groups to decide on a sequence for the images. They should discuss what they think is happening in each scene and what they think the story is about.

*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*



## After watching the film

### Activity 1: Rhyme

The poetic animation contains many examples of rhyming words. Watch the film again and this time ask pupils to write down as many rhyming words as they can. Younger pupils may prefer to draw the word or try to remember as many as they can. This may be easier for them if you pause the film at regular intervals, perhaps around 2 minutes and 4 minutes.

Working in pairs or small groups, pupils work together to identify the pairs of rhyming words from the animation in **Appendix 2**. Pupils will then be ‘Word Detectives’, looking at the words and identifying similarities between the pairs, for example **day** and **gray**. They can use the ‘magnifying glass’ in **Appendix 3** to search for the clues in the words! To make these, print onto coloured paper and cut out the ‘glass’. They can then be laminated to ‘look through’. There are two word lists, one with same endings and one that is trickier. If using the trickier list, ask pupils to identify any words that don’t have any similarities. Why do they rhyme? Do rhyming words always have to have the same final spelling?

This activity could be extended with pupils using some of their rhyming pairs to create their own poem.

*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***

*I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **LIT 1-12a***



## Activity 2: Contrasting Art

There are two contrasting settings for the animation – the reality of the harsh winter forest and the imaginary bright summer forest. In this activity, pupils will explore the use of contrasting colour and materials.

Give each pupil a copy of the image of Wolfy in **Appendix 4**. Older children could draw an image of Wolfy. They will each require a range of materials. Each child should have PVA glue, some dry rice or pasta and a selection of colourful materials (eg tissue paper, pieces of ribbon, sequins and coloured foil). Discuss the differences in colour and texture between the two sets of materials. On one half they should fill Wolfy with the dry rice or pasta and on the other side they should fill Wolfy with the colourful materials.

*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*



### Activity 3: Changing Feelings

In the animation Wolfy becomes happy and full of life when using his imagination, as opposed to being sad and hungry when in the winter forest. Discuss how his feelings change. Brainstorm ways that we can change our mood by thinking of ways that we can make ourselves feel better when we feel sad, lonely or bored.

Ask pupils to reflect on a time when they felt sad or bored. They may choose to think of their experience during lockdown when they were unable to leave the house, attend school or see their friends. Using the template in **Appendix 5**, they should record as many words as they can think of to describe how they felt. For younger children, brainstorm words together and they can copy the words onto their sheet as you write them on the Interactive Whiteboard.

Now ask them to reflect on a time when they felt happy or excited. They may choose to think of being back at school with friends or a celebration such as a birthday. Repeat the vocabulary exercise.

This activity could be extended to complete a piece of descriptive writing describing the contrasting situations and feelings. Younger children could complete a detailed drawing of both situations.

*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***



## Activity 4: New Setting



In this activity pupils will create a new setting where Wolfy is either sad or happy. Discuss the two contrasting settings with the pupils. Together as a class, brainstorm features of the two in addition to words to describe how Wolfy feels in each.

Pupils should now choose which setting they wish to change: either the winter forest or the summer forest. They should then create their own setting where Wolfy is either sad or happy. Pupils should complete a detailed drawing of their new setting and then list words to describe it. A template for this is provided in **Appendix 6**. Older children may be able to use a thesaurus to find more interesting words.

This activity could be extended by allowing the children to write about an adventure Wolfy will go on in his new setting. Who will he meet? What will happen to him? There is a writing frame that younger children can use in **Appendix 7**.

*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**

Additional Resources

Appendix 1





## Appendix 2

Rhyming Words: Easier (same endings)

day	gray
hide	wintertide
find	mind
touch	much
cold	hold
covered	discovered
food	good
away	play
slender	tender
reveal	zeal

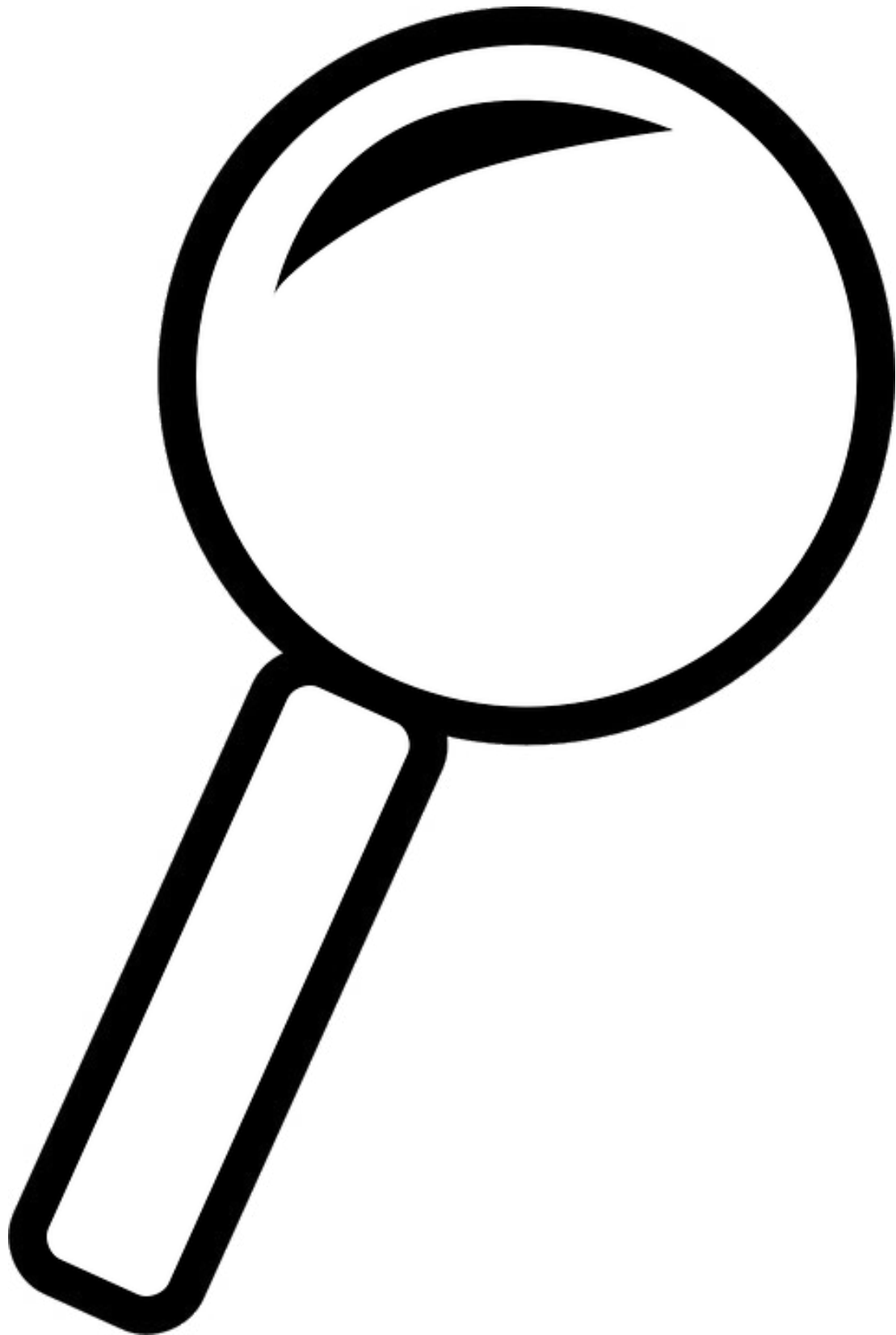


Rhyming Words: Trickier

days	gaze
be	see
no	snow
goes	nose
blows	

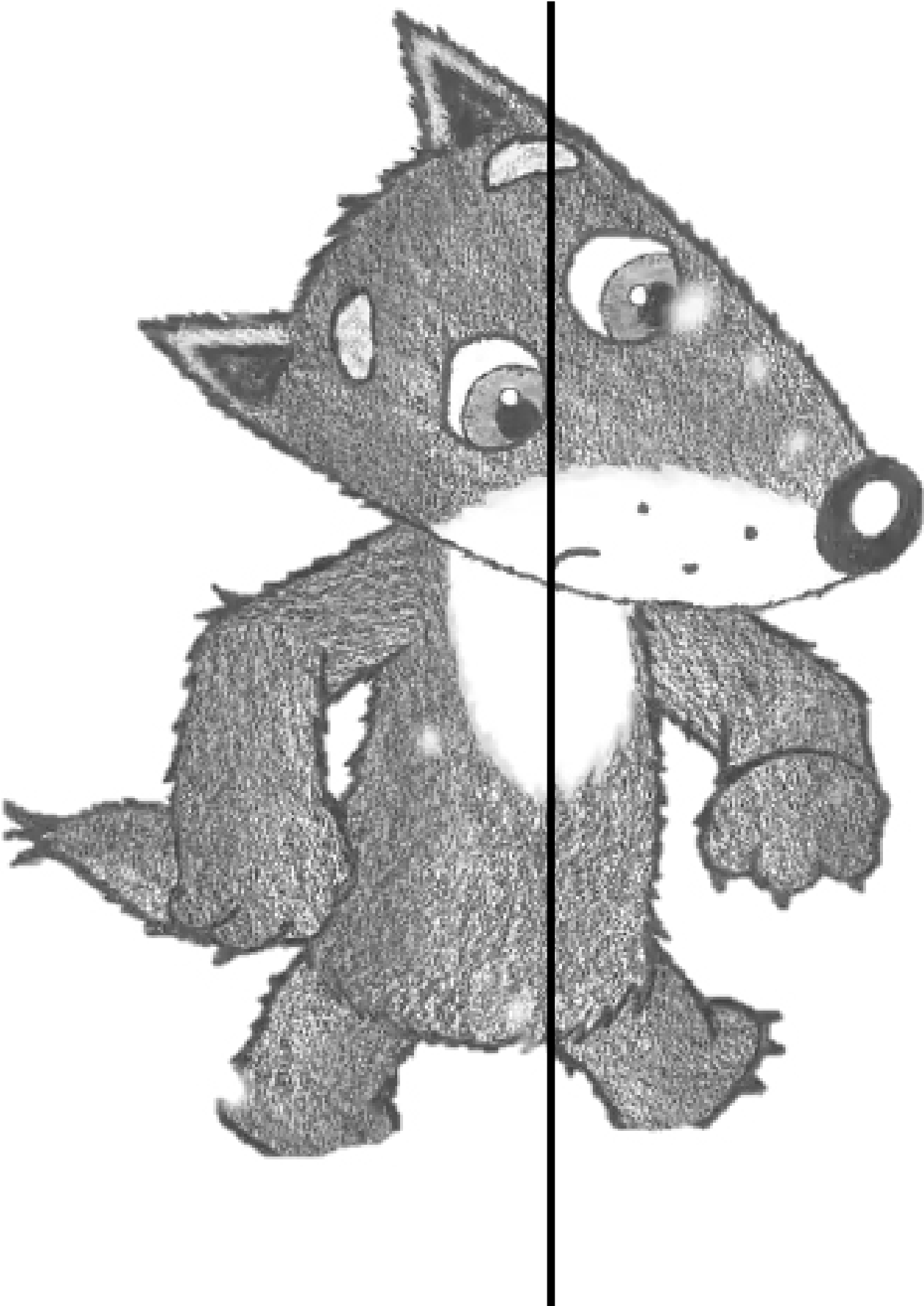


## Appendix 3





Appendix 4



Appendix 5



I felt happy or excited when

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Words that describe how I felt:



I felt sad or bored when

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Words that describe how I felt:



# Appendix 6

	<p>Words to describe my setting:</p>
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**Appendix 7**

Yesterday Wolfy went to \_\_\_\_\_

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There was \_\_\_\_\_

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He went with \_\_\_\_\_

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He felt \_\_\_\_\_

because \_\_\_\_\_

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## Film Information

### Director's Filmography:

Little Grey Wolfy – Fall Travellers (2020)  
Little Grey Wolfy – Summer Party (2019)  
Little Grey Wolfy - Spring And Icy Drift (2017)  
Little Grey Wolfy - The Winter Story (2016)

### Production Team:

Idea, Concept, Design, Script, Director and Producer: Natalia Malykhina  
Composer: Mattis Sørum  
Sound design: Mattis Sørum (Lydbildet Studio)  
Musician: Kenneth Lien  
Storyboard: Igor Makushev  
Animation: Ekaterina Volkova, Natalia Malykhina, Miroslav Mirchev, Oleh Ridzel, Russ M. Kuchman, Yuri Sekulov Ivanov, Zoran Donchev  
Modeling: Ekaterina Volkova, Dina Gurova  
Backgrounds: Olga Arbuzova, Natalia Malykhina  
Original poem "The Winter Story": Natalia Malykhina  
Norwegian translation and voice: Ove Røsbak  
Compositing and visual effects: Sergey Burlaka  
Consultants: Anita Killi, Alexey Alexeev  
Produced with funding: Østnorsk Filmsenter AS v/Arngrim Ytterhus  
Norwegian Film Institute Short film consultant NFI: Åse Meyer og Kari Moen Kristiansen  
Production consultant NFI: Ingrid Festøy Ottesen  
The Audio and Visual Fund (Fond for Lyd og Bilde)

### Music:

Original music by composer Mattis Sørum  
Lyddesign: Mattis Sørum  
Musicians: Mattis Sørum, Kenneth Lien

The Music is registered on Tono: "The Little Gray Wolf Score", 2 min 41 sec  
Author: Mattis Sørum (IPI: 519084057)



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## 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](mailto: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](mailto:sarah.derrick@dca.org.uk)