

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teacher's Resource: Operation Arctic

Second Level

Created by Shona Brownlee

Discovery Film Festival: Sat 24 October – Sun 8 November 2015

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

**DCA**

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ONE CITY, MANY DISCOVERIES

  
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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) or via the Discovery Film Festival area on GLOW, which can be found within the Dundee 21st Century Literacy Group.

We do hope that you find this useful and enjoy your cinema experience with us,

**- Discovery Film Festival team**



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## Operation Arctic

Dir: Grethe Bøe-Waal  
Norway 2014 / 1h27m

## Synopsis

A large scale adventure story for the whole family! Set in the wild Arctic ocean near Svalbard where the winter storms are building and the sun is about to disappear. 13 year old Julia and her twin siblings, 8 year old Ida and Sindre, have ended up on the deserted Half Moon Island by a tragic mistake. No one knows where they are – including the children.

They have to conquer both their own fear and the dangers of the situation: wild animals, raging weather, lack of food and how to communicate with the mainland. But they are quickly learning something all children love: how to master challenges. This is something modern society largely has deprived children of today.



## Before your visit to the cinema

Watch the trailer for the film at <https://www.youtube.com/watch?v=IDMFGIzaE6o>

This is a Norwegian language film with English subtitles. It may be an idea to discuss this prior to your trip as the children may not have seen a subtitled film before.

Encourage the children to make predictions about what they have watched.

- What kind of film do we think this is? Funny/sad/action/scary/romance?
- What do we think about the characters we have seen?
- What do you know about the film's location?
- How will things work out for the children?

*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***

*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***

## Making Links

Use Google Earth to locate the Arctic on the map. Discuss with the children that the Arctic is not part of one continent as the Arctic consists of mainly the Arctic Ocean and territories belonging to several nations. Locate these nations also.

*To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. **SOC 2-14a***

Brainstorm what the children already know about the Arctic. Individually/in groups, make a mind map of this existing knowledge of the Arctic – wildlife, weather, explorers and explorations etc.

Discuss any relevant books or films which may have informed their knowledge.



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## After watching the film

Discuss the predictions made before watching the film and compare to their opinions having seen the whole film. Add any new relevant information to mindmaps and discuss any misconceptions eg. – there are no penguins in the Arctic.

### Points for discussion

- At the start of the film, the children have obviously moved to a new house and school. Discuss feelings around new experiences, making new friends, what we do to fit in.
- The relationship between the three children changes as events unfold. Discuss the importance of family/friends in times of need.
- The cabin the children find provides a basic shelter with no luxuries such as electricity or a bath. Draw comparisons to their own homes and how the children think they might be able to cope in such a situation. Discuss our needs and wants and the difference between the two.
- Throughout the film, the children make several “errors of judgement” which have potentially devastating consequences. Perhaps through Circle Time, share own experiences of when their actions had unexpected consequences. Discuss risk-taking behaviour and personal safety eg – playing on frozen ponds in winter. Brainstorm how to keep safe and what steps should be taken in an emergency situation.

*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 learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 2-16a***

*I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. **HWB 2-17a***





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## Literacy Through Film

Using the three C's – colour, character and camera and the three S's – setting, story and sound is a useful starting point when analysing film.

Set up a walkabout talkabout activity with the six different headings. Children should move around each of the tables, noting down their own thoughts about what they noticed about each. After the follow up discussion, children can make their own notes for each section (Appendix 1). Referring back to the trailer would be useful as it highlights, in particular, the spectacular scenery, contrast between the snow and ice and the dark, gloomy cabin, long distance and close up camera shots and gives a good overview of the story as a whole.

*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*

## Writing

Julia finds diaries from the previous occupants of the cabin and reads extracts to her brother and sister. She then begins to add her own entries to help keep track of the time they have spent there. Children could put themselves in the position of Julia as the eldest child with the responsibility to ensure her siblings survive. Create diary entries detailing what steps need to be taken in order to ensure survival and exploring feelings surrounding this.

*I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 2-20a*

*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**



## Dangers and Challenges

In groups, list all the dangers and challenges faced by someone embarking on an Arctic expedition. Share ideas as a class and list the 9 most common answers. Children then work in groups to create a 'Diamond 9', listing the biggest challenge at the top, giving reasons for their answers. There are no right or wrong answers with this activity but the focus is the discussion and children being able to justify their opinions.

### MOST DANGEROUS

### LEAST DANGEROUS

*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**



## Climate Change

*Operation Arctic* gives an insight to the challenges faced by polar bears as their environment diminishes. As Arctic temperatures rise, these animals are finding it increasingly difficult to find food. Hungry and desperate they are coming closer to humans in an attempt to feed themselves and their young.

This theme offers an excellent opportunity for children to work independently or in small groups to carry out detailed research into how climate change is affecting the Arctic and its inhabitants. Children should be aware of the impact humans can have on the environment and be clear about the importance of protecting our planet. Non-fiction texts and the internet could be used to gather data and pupils could create a presentation/poster/fact file using the software of their choice to meet specific success criteria.

*I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. **SOC 2-08a***

*By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things. **SOC 2-12a***

*I can apply my knowledge of how water changes state to help me understand the processes involved in the water cycle in nature over time. **SCN 2-05a***

*Having analysed how lifestyle can impact on the environment and Earth's resources, I can make suggestions about how to live in a more sustainable way. **TCH 2-02a***

*I can investigate the use and development of renewable and sustainable energy to gain an awareness of their growing importance in Scotland or beyond. **TCH 2-02b***

*As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations. **TCH 2-03a***

*Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. **TCH 2-03b***





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## Additional resources

The BBC documentary *The Polar Bear Family and Me* is no longer available online in full, however, there are a selection of short clips and still images which may be useful in follow up activities.

<http://www.bbc.co.uk/programmes/b01pyql5>

The Frozen Oceans Primary is available to freely download and gives detailed activity ideas and accompanying resources, designed to introduce pupils to what life is like in the High Arctic and the importance of learning about this extreme environment.

<http://www.geography.org.uk/resources/frozenoceans/>

This website details a series of art lessons starting with sketching polar bears and building up to creating polar bear sculptures using Modroc.

<http://www.accessart.org.uk/after-school-art-club-drawing-collage-painting-sculpture-part-1/>

Some interesting information about the Arctic

<http://www.bbc.co.uk/nature/humanplanetexplorer/environments/arctic>

<http://www.ngkids.co.uk/places/ten-facts-about-the-arctic#>



## 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)

## Analysing Film

Using the 3 C's and the 3 S's is a useful way to structure ideas about film.

Use the boxes below to make your own notes under each of the headings.

### SETTING

In what way does the setting affect the mood of the film?  
Would a different setting have changed the outcome?

### SOUND

How does the filmmaker use music or sound effects to build tension/create atmosphere?

### STORY

Were there any surprises with the plot? What were your opinions on the ending? What might happen next?

### CHARACTER

Did you have a favourite character? As the plot progressed, did your opinions of the characters change?  
Could you empathise with the characters?

### CAMERA

The filmmaker uses a range of shots to convey different messages. When are close up and long range shots used?

### COLOUR

Does the use of colour add to the overall effect of the film?  
Did you notice any contrasts in the use of colour and how it changes the atmosphere?