

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource: **Shorts for Wee Ones 2018**

Early Level and Level 1

Curriculum for Excellence subjects:

*Expressive Arts, HWB, Literacy Science, Social Studies, Science, Technologies*

Created by Lynsey Dick

**Discovery Film Festival: Sat 20 October – Sun 4 November 2018**

# DCA

Dundee Contemporary Arts

  
**EUROPA CINEMAS**  
MEDIA-PROGRAMME OF THE EUROPEAN UNION

**DUNDEE**  
ONE CITY, MANY DISCOVERIES

  
CREATIVE LAND

ALBA | CHRUTHACHAIL

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

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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:

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



**Shorts for Wee Ones** is a compilation of short animated films from different countries. The films cover different themes such as friendship, adventure, team work, family and determination. There are also some very funky dinosaurs in this set of animations.

## Before your visit to the cinema

Explain to the children that they are going to watch a variety of short animations. Share the titles with the children and ask them to predict what they think each might be about. Encourage them to think about what characters will be in the films, what the setting will look like and what might happen in the stories.

Also share that the films are made in different countries. Share where the films have been made and using Google Maps identify where these countries are in the world.

*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**



## Film Titles

- *Funny Fish (Drôle de Poisson)* (France)
- *Penguin (Pinguin)* (Germany)
- *Tyrannosaurus Funk* (USA)
- *Flo* (Germany)
- *I Want To Live In The Zoo* (UK)
- *Lemon And Elderflower* (UK)
- *The Green Bird* (France)
- *Kiwi & Strit: Wash Day* (Denmark)
- *The House (Domek)* (Czech Republic)
- *Dum Dum (De De Bom)* (UK)

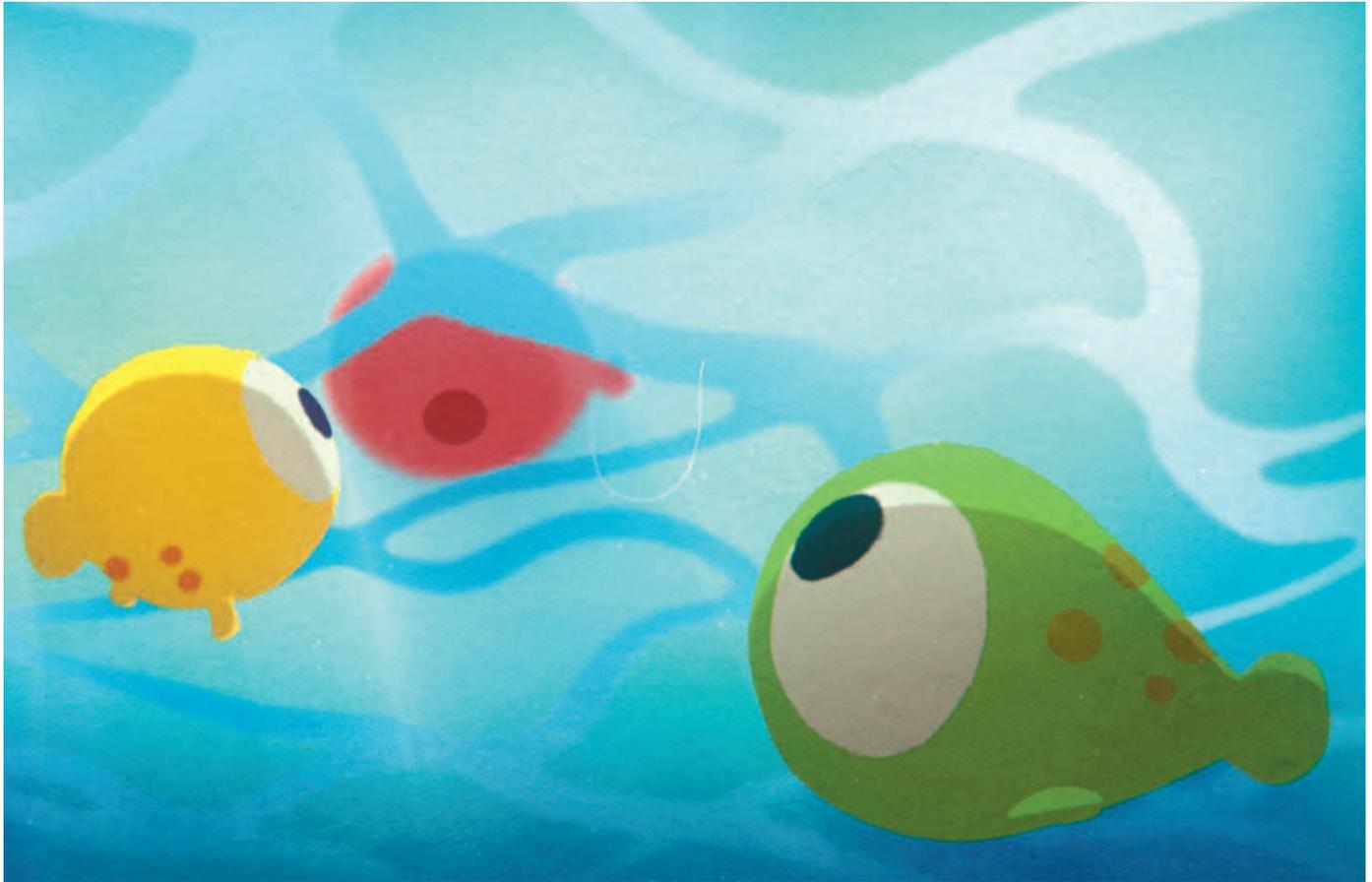
## Trailers

The following film trailers are available to watch:

- *Funny Fish (Drôle de Poisson)* <https://www.youtube.com/watch?v=Cw-O2QuOTEk>
- *Penguin (Pinguin)*  
[https://www.berlinale.de/en/archiv/jahresarchive/2018/02\\_programm\\_2018/02\\_Filmdatenblatt\\_2018\\_201819583.html#tab=video](https://www.berlinale.de/en/archiv/jahresarchive/2018/02_programm_2018/02_Filmdatenblatt_2018_201819583.html#tab=video)
- *Tyrannosaurus Funk* <https://www.youtube.com/watch?v=y1nBhDVuTR0>
- *Flo* <https://www.youtube.com/watch?v=MDD8M43uB2A>
- *I Want to Live in the Zoo* <https://vimeo.com/228225619>
- *Lemon and Elderflower* <https://vimeo.com/268261083>
- *The Green Bird* <https://vimeo.com/236495825>
- *The House (Domek)* <http://www.filmcenter.cz/en/czech-shorts/films/14-the-house>

## After your visit to the cinema

Discuss with the children what their favourite film was. They could share this with a partner or in co-operative learning groups. Take feedback and encourage them all to choose a film they like and to say why they liked it.



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## Funny Fish (Drôle de Poisson)

2017, dir. Krishna Chandran A. Nair, France (6'29")

### Synopsis

Two friends come to the rescue of what appears to be a fish in trouble. They try as hard as they can to help, enlisting lots of other sea creatures but to no avail. What they don't realise is that the fish is actually a balloon.

This trailer can be viewed at: <https://www.youtube.com/watch?v=Cw-O2QuOTEk>

This trailer is in French but it does have English subtitles. More able readers will be able to follow it but it is so short and the visual aspects are very clear that the children will understand the story with ease.



## Before visiting the cinema

### Activity 1 – Listening and Talking

Let the children HEAR the trailer first. Turn off the interactive board and just let them listen to the film. You can choose whether to share the title with them or not. Get them to predict what they think is happening. Ask them to share their ideas. They should be able to use clues such as the sound of water. Ask them if they can identify the language that is being spoken.

#### Questions for discussion

- What is the film about?
- What can they hear?
- Who do they think the characters are?
- What do they think the problem is?

Then let them see the trailer. Were any of their predictions correct? What do they think is floating in the water?

## After visiting the cinema

### Activity 2 – Listening and Talking

Look back at the predictions that were made. Do any of them match what happened in the film?

#### Questions for discussion

- Why did the fish want to help?
- Why did they think it was a fish?
- Why couldn't the balloon be pulled under water?
- What happened that meant the balloon could be pulled under?

*I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b*

*I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. LIT 1-11a / LIT 2-11a*

*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*

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



### Activity 3 – Expressive Arts

This beautiful image from the film shows the fantastic colours of the sea creatures.

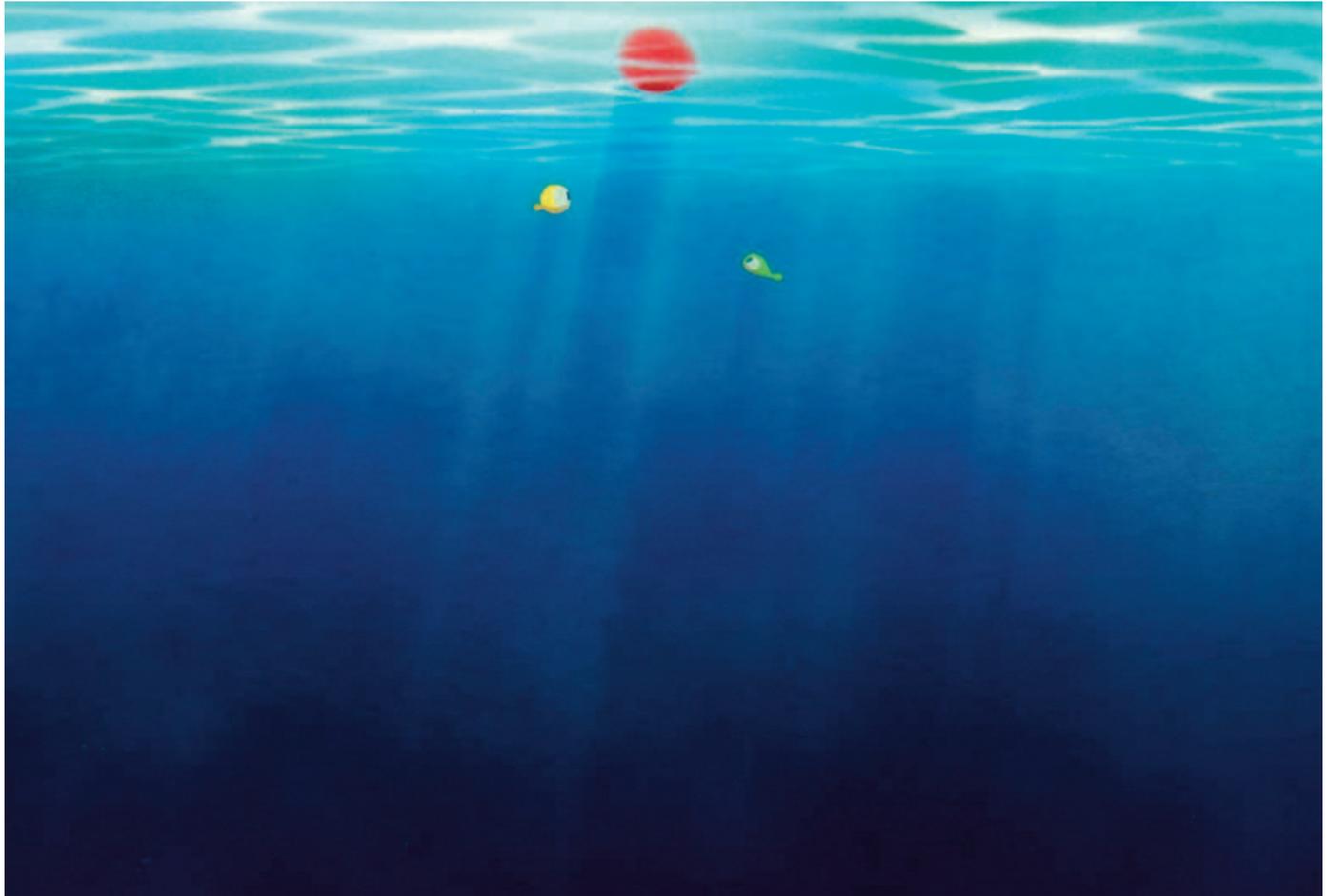
Give the children some good quality cartridge paper and encourage them to use different water colour paints to paint some of the different sea creatures. They can be as free as they like when creating the shapes.

Use some black or blue ink pens to draw around them and to add the eyes when they are dry.

*I have the freedom to discover and choose ways to create images and objects using a variety of materials. EXA 0-02a*

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



## Activity 4 – Science

Use this film and image as a stimulus to investigate floating and sinking. You can use different materials, make models, use toys from the class or ask the children to bring in objects from home.

Discuss the different properties of the objects and ask the children to make and record their predictions about each one.

They could work in pairs or co-operative learning groups. Assign different roles so each child can take a turn.

*Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes. **SCN 0-15a***

*Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. **SCN 1-15a***

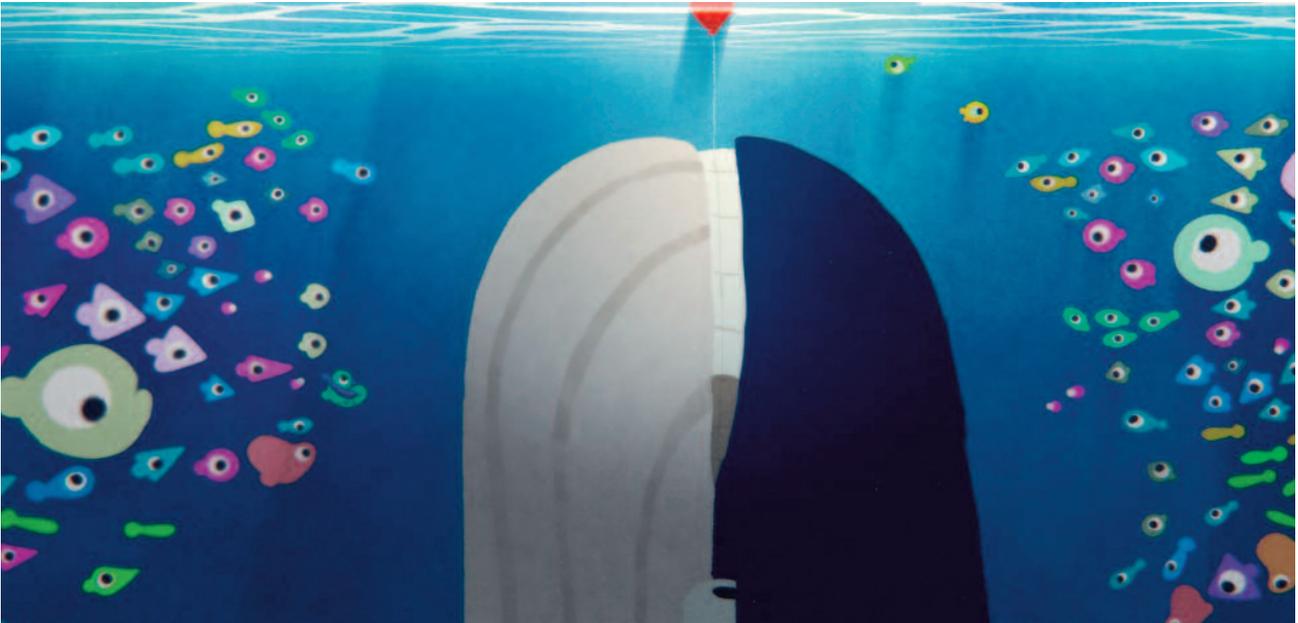


## Floating and Sinking Investigation

Object (written/drawn)	Float	Sink

## Extension Activity

Older groups of children could attempt to make a model that will float. They will need to investigate the appropriate materials and what are the best ones to use.



## Activity 5 – Science/Technologies

Questions for discussion

- Where does the plastic come from?
- Why is it harmful to birds, animals, sea creatures?
- What can we do to help?
- How can we recycle plastic?
- What objects are recyclable?

Watch the following video on Newsround to help generate discussion:

<https://www.bbc.co.uk/newsround/31469290>

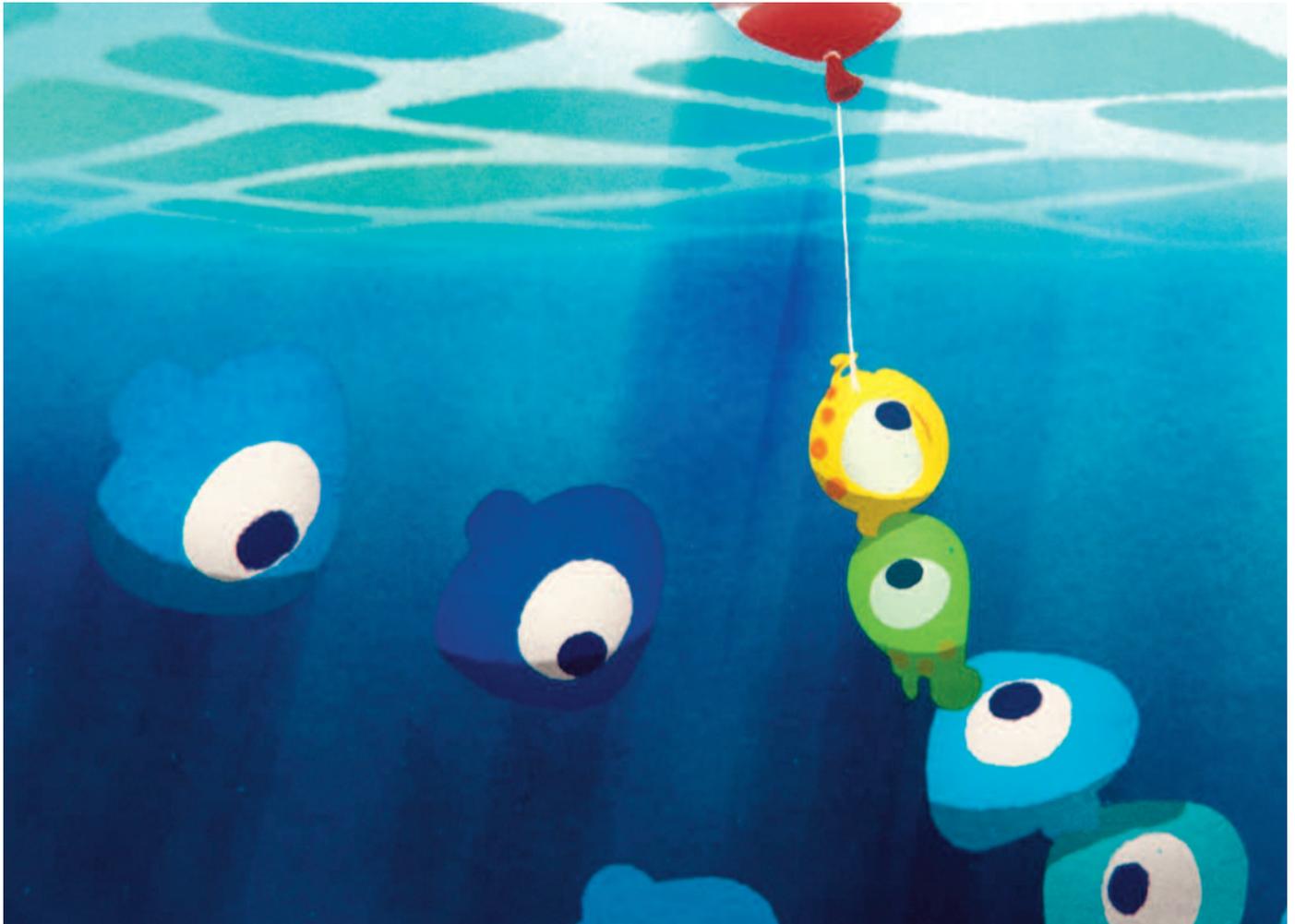
Allow the children to take some ownership with this task. They could research this topic further, they could create a poster to encourage not using plastic, they could encourage recycling around the school or at home, they could learn a recycling rap.

*To help care for the environment, I reduce, re-use and recycle the resources I use. TCH 0-06a*

*Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. TCH 1-02a*

*I can talk about science stories to develop my understanding of science and the world around me. SCN 0-20a*

*I have contributed to discussions of current scientific news items to help develop my awareness of science. SCN 1-20a*

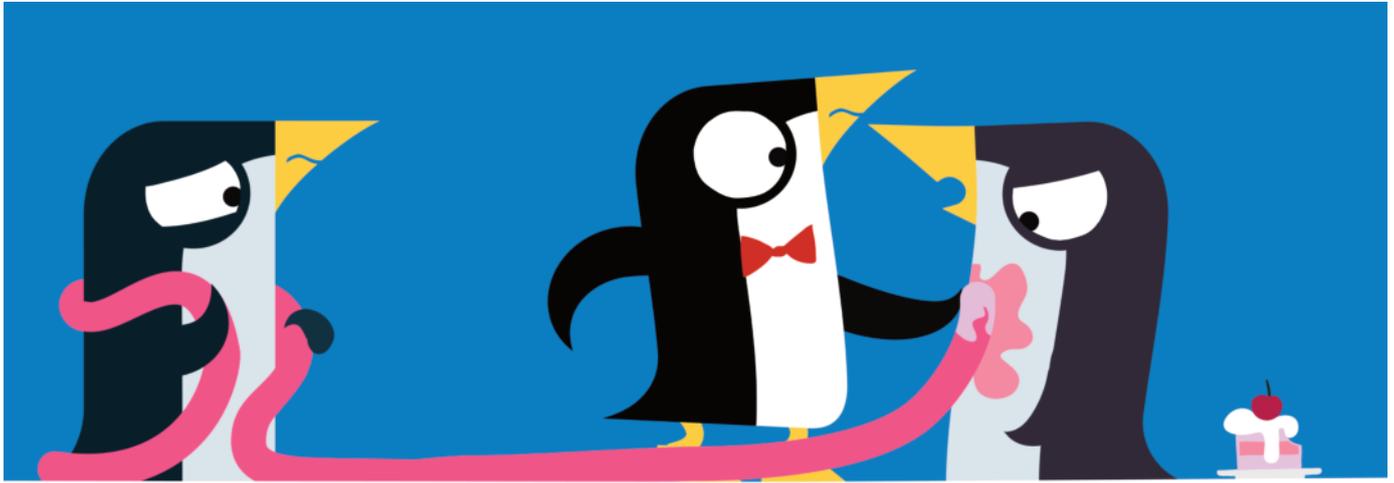


## Additional Activities/Resources

Using balloons to make papier-mâché fish would be a really cute idea. The children could then paint them in bright colours and they would look great hanging up.

## Additional resources

- BBC Blue Planet – Albatross chicks  
<https://www.youtube.com/watch?v=I4QNolP7Khc>
- Plastic Packaging – Which supermarkets are making it hard to recycle  
<https://www.bbc.co.uk/newsround/44882801>
- National Geographic have some excellent videos on Youtube.



## Penguin (Pinguin)

2017, dir. Julia Ocker, Germany (3'37")

This trailer can be viewed at:

[https://www.berlinale.de/en/archiv/jahresarchive/2018/02\\_programm\\_2018/02\\_Filmdatenblatt\\_2018\\_201819583.html#tab=video](https://www.berlinale.de/en/archiv/jahresarchive/2018/02_programm_2018/02_Filmdatenblatt_2018_201819583.html#tab=video)

### Synopsis

“The penguin-waiter just wants the penguin-party to be perfect.”

A conscientious waiter runs into trouble after a glacier cherry makes a bid for freedom.

As he tries to rectify the situation a series of catastrophes follow.

### Before visiting the cinema

#### Activity 1 – Listening and Talking

Let the children HEAR the trailer first. Turn off the interactive board and just let them listen to the film. DO NOT SHARE THE TITLE WITH THEM. Get them to predict what they think is happening. Ask them to share their ideas. They should be able to use clues such as the sound of the animals.

#### Questions for discussion

- What is the film about?
- What do they think it is called?
- What can they hear?
- Who do they think the characters are?
- What do they think the problem is?

Then let them see the trailer. Were any of their predictions correct? What do they think will happen in the rest of the film?



## After visiting the cinema

### Activity 2 – Listening and Talking

Look back at the predictions that were made. Do any of them match what happened in the film?

#### Questions for discussion

- What happened that caused all of the problems for the penguin?
- What were all of the problems?
- How did the penguin try to sort the problems?
- How did you feel about the penguin?

*I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b*

*I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. LIT 1-11a / LIT 2-11a*

*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*

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

### Activity 3 – Literacy

Following on from the children's discussion about the sequence of events, use the stills on the next page and ask them to sequence the story. There are 8 images. Feel free to use all of these or less of them. For some children you may need to number them to help with the ordering. There is a blank sequencing sheet for the pictures and sentences. This should probably be blown up to A3 to allow the children more room to write about the images.

They could then write some short sentences to describe what was happening.

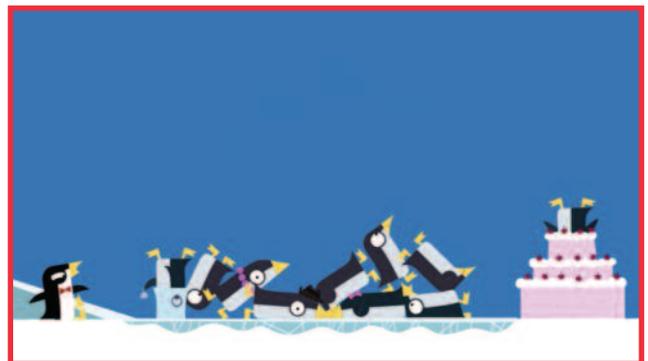
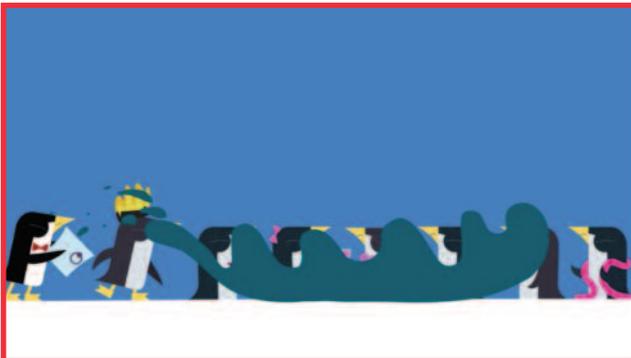
*I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-19a*

*I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. ENG 1-19a*

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

*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*

Here the pictures are in the correct order. Make sure you jumble them up before giving them to the children.



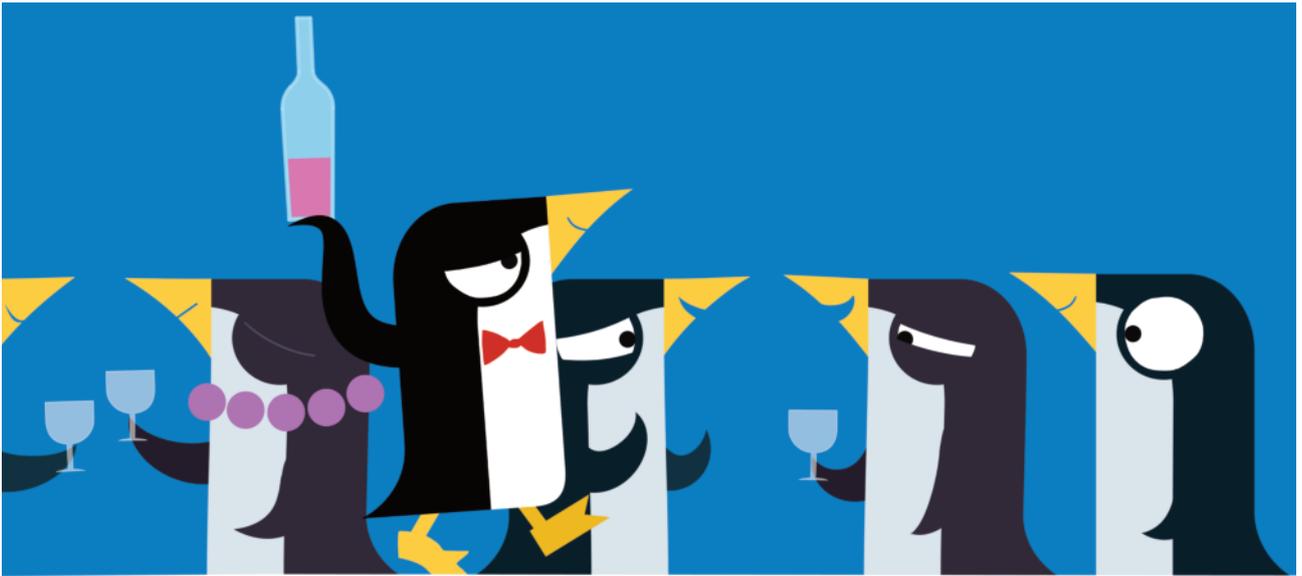


Red-bordered box containing a grey-bordered rectangular area on the left side.

Red-bordered box containing a grey-bordered rectangular area on the left side.

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## Activity 5 – Expressive Arts

Julia Ocker’s penguins are absolutely brilliant and would be easy to create. Either allow the children to draw their own penguin or give them a template of an outline to draw around. They could then create their penguins using different colours of cut paper.

Draw the children’s attention to the lines and colours that are used and try to encourage them to use a similar style to Julia Ocker.

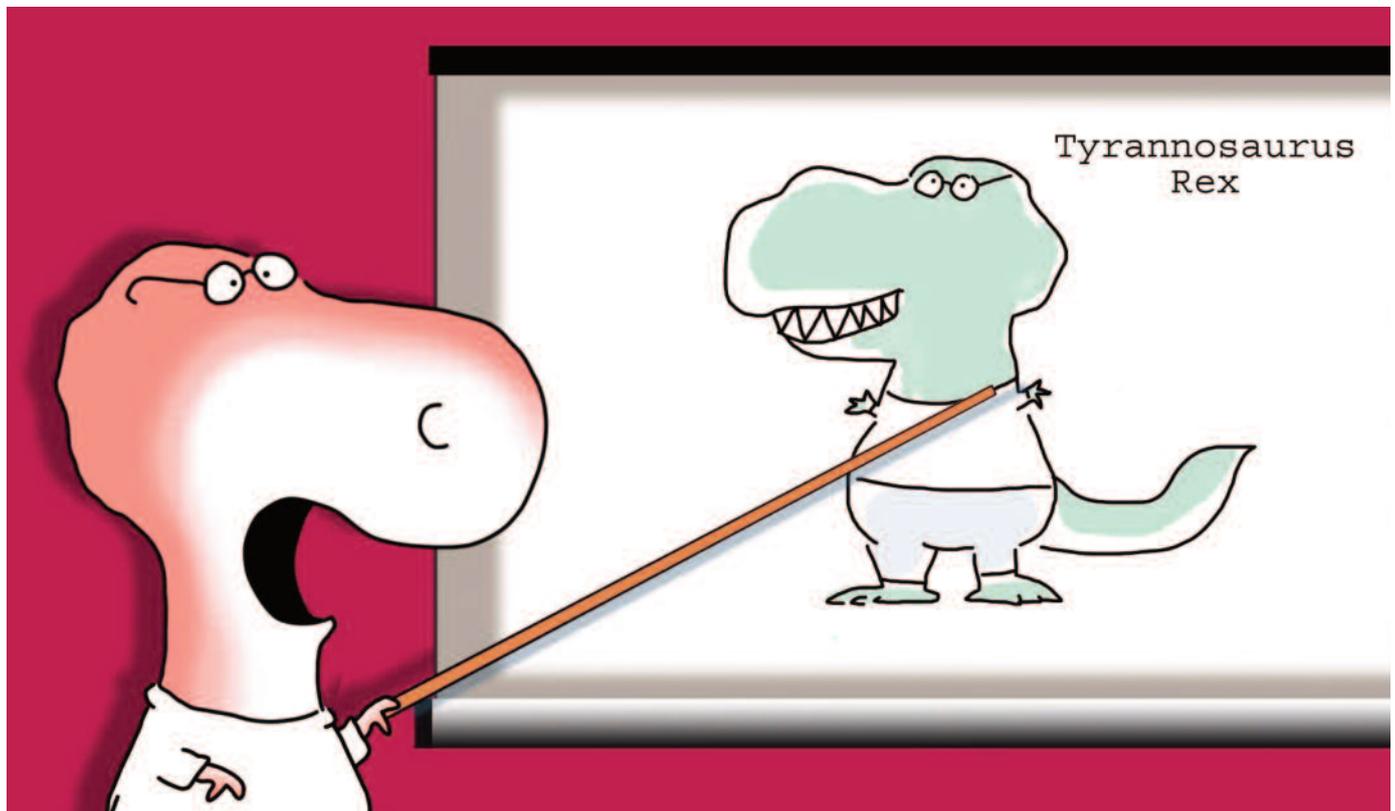
They could even create their own new character for the animation.

*I have the freedom to discover and choose ways to create images and objects using a variety of materials. EXA 0-02a*

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





## Tyrannosaurus Funk

2017, dir. Sandra Boynton, USA (4'10")

There is no trailer for this film but the whole film can be viewed at:

<https://www.youtube.com/watch?v=y1nBhDVuTR0>

### Synopsis

Join Samuel L. Jackson as he ventures into the world of animation as a singing T-Rex. This catchy funky beat will have you tapping your feet.

### Before visiting the cinema

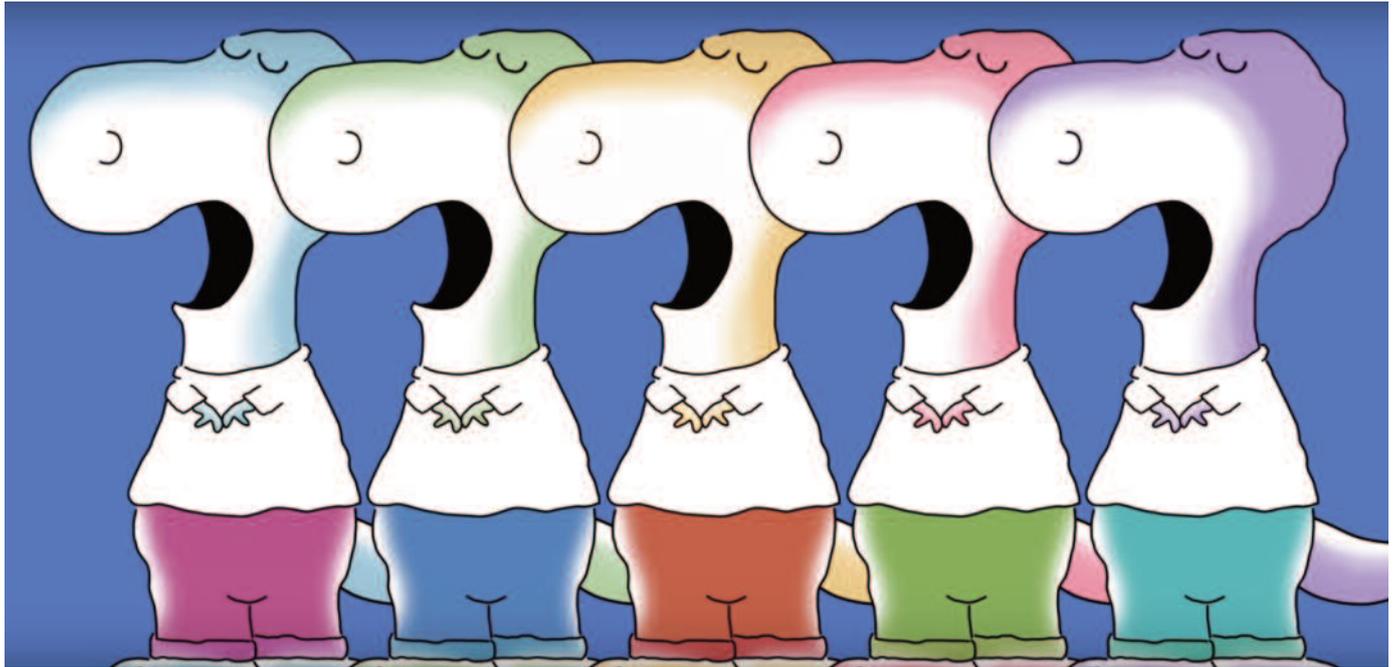
#### Activity 1 – Listening and Talking

Let the children HEAR the film first. Turn off the interactive board and just let them listen to the film. DO NOT SHARE THE TITLE WITH THEM. Get them to predict what they think is happening. Ask them to share their ideas. They should be able to use clues such as lyrics. Do not show them the film until you have visited the cinema.

#### Questions for discussion

- What do they think the film about?
- What can they hear?
- Who do they think the characters are?
- What do they think the characters are doing?





### Activity 3 – Expressive Arts/Literacy

This track is sung by a very famous actor Samuel L. Jackson. The track is taken from a CD and songbook called *Hog Wild*, with other Sandra Boynton songs.

Have a look at her website and show the children the cover of the CD. Get them to come up with some ideas and try to design a new CD cover.

<http://www.sandraboynnton.com/sboynnton/boynntonmusic.html>

Make sure the children include details such as:

- Album title
- Track listings (including *Tyranosaurus Funk*)
- Singers
- Animator

*Working on my own and with others, I use my curiosity and imagination to solve design problems.* **EXA 0-06a**

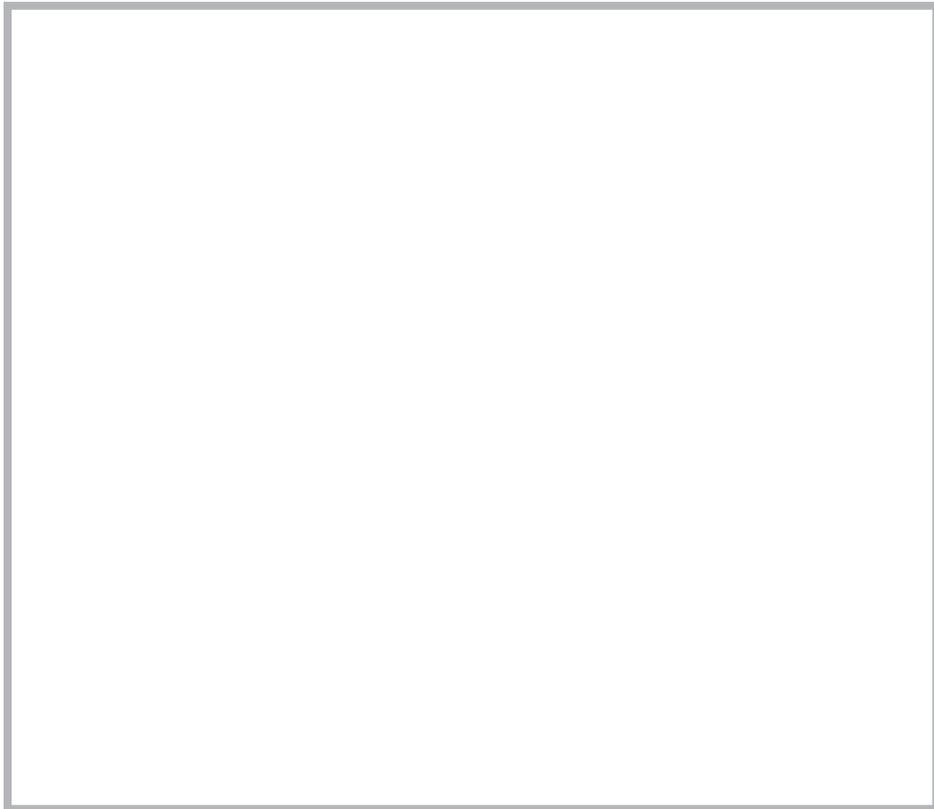
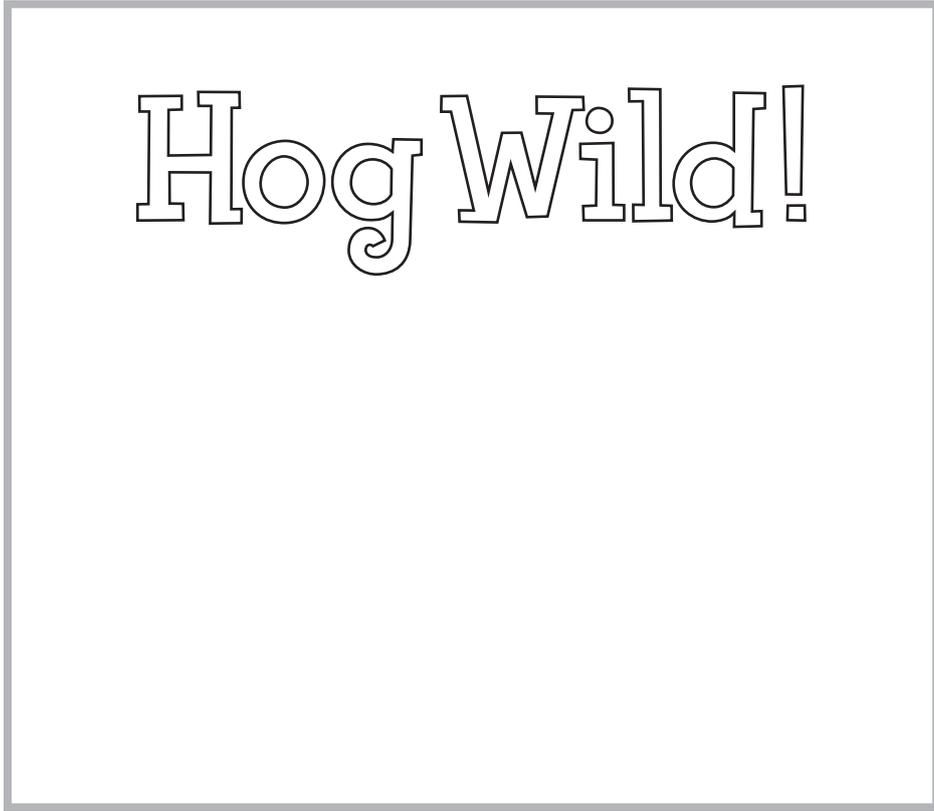
*I can use exploration and imagination to solve design problems related to real-life situations.* **EXA 1-06a**

*I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.* **LIT 0-01a / LIT 0-11a / LIT 0-20a**

*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 / LIT 2-20a**



Hog Wild!



## Activity 4 – Expressive Arts

The music in this animation is a key feature. Encourage the children to listen to the music whilst watching the film and have them try to keep the rhythm by clapping or clicking their fingers.

Get the children to describe how the music makes them feel.

- Do they feel happy?
- Do they want to tap their feet?
- Do they want to dance?

The features of Funk music are a strong rhythm and the harmonies. Let the children listen to some other Funk music and see if they have different opinions about it. James Brown 'I Feel Good' would be a good example to listen to. Can the children identify any instruments?

The children could also learn the chorus to the *Tyrannosaurus Funk* song.

Have the children create a short dance routine to accompany the chorus or whole song.



*I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully. EXA 0-08a*

*Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. EXA 0-09a / EXA 1-09a / EXA 2-09a*

*I enjoy singing and playing along to music of different styles and cultures. EXA 0-16a*

*I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. EXA 0-17a*

*I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. EXA 1-17a*



## The House (Domek)

2016, 2016, dir. Veronika Zacharová, Czech Republic (5' 27")

### Synopsis

A family leave their trusted house to move to a new fancy home. Well, the house is just not having this. Using a clue left behind the house manages to track the family down. This is a beautiful animation with an even more beautiful story.

The trailer can be viewed at: <http://www.filmcenter.cz/en/czech-shorts/films/14-the-house>

Other animations by Veronika Zacharova <https://vimeo.com/user44656407>

### Before visiting the cinema

#### Activity 1 – Listening and Talking

Let the children HEAR the trailer first. Turn off the interactive board and just let them listen to the film. Get them to predict what they think is happening. Ask them to share their ideas. They should be able to use the sound of the traffic as a clue but may not pick up on the main character being the house.

#### Questions for discussion

- What do they think the film about?
- What can they hear?
- Who do they think the characters are?
- What do they think the characters are doing?

## After visiting the cinema

### Activity 2 – Listening and Talking

After viewing the trailer ask them to reconsider their predictions. Were any of their predictions correct? What do they think will happen in the rest of the film?

- How did the house feel when the family left?
- How do we know?
- How did the animator show the emotions the house was feeling?
- Why did the family move?
- Was the new house better than the old house?
- Why were the family happy to stay in the new location?

*I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b*

*I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. LIT 1-11a / LIT 2-11a*

*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*

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





## Activity 3 – Social Studies

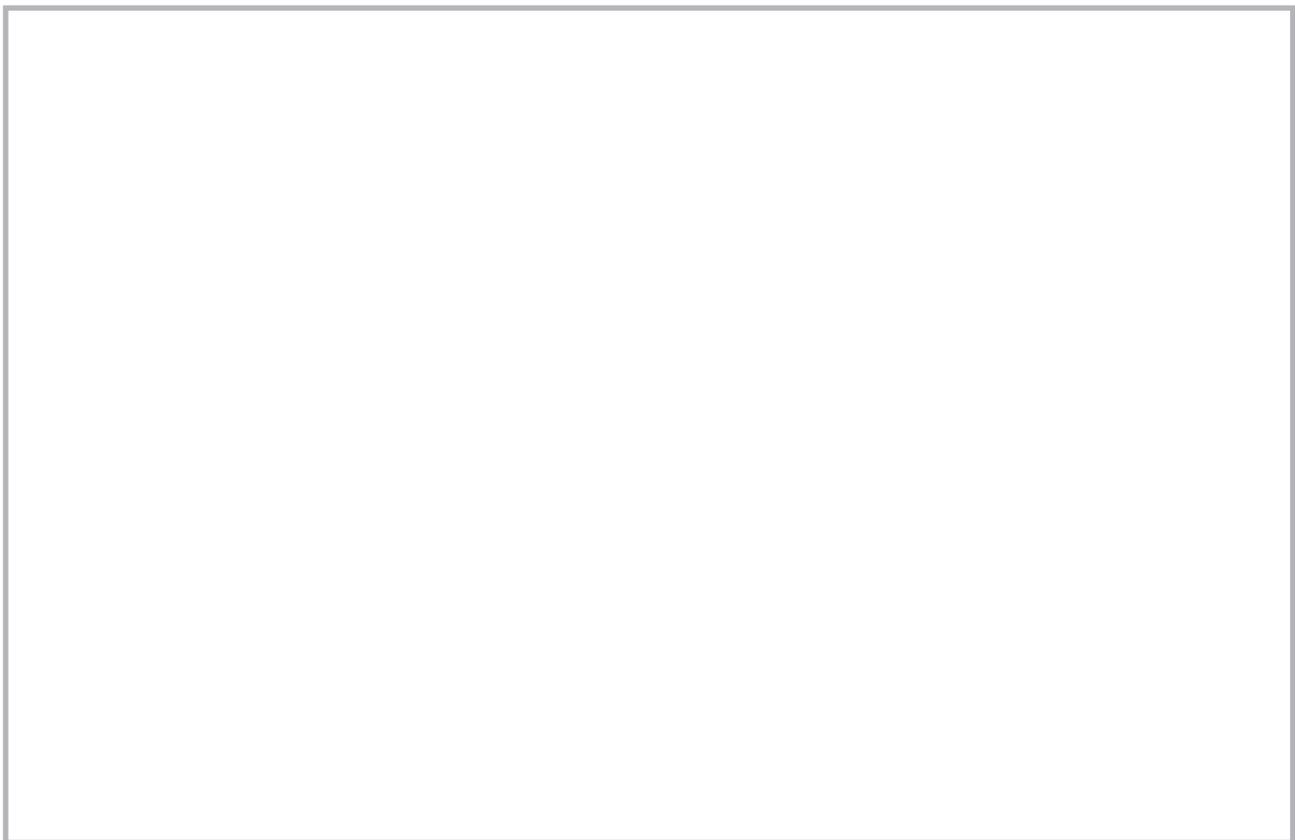
In pairs or co-operative learning groups get the children to think about the type of house they live in. Get the children to describe the house they live in, draw it and label it.

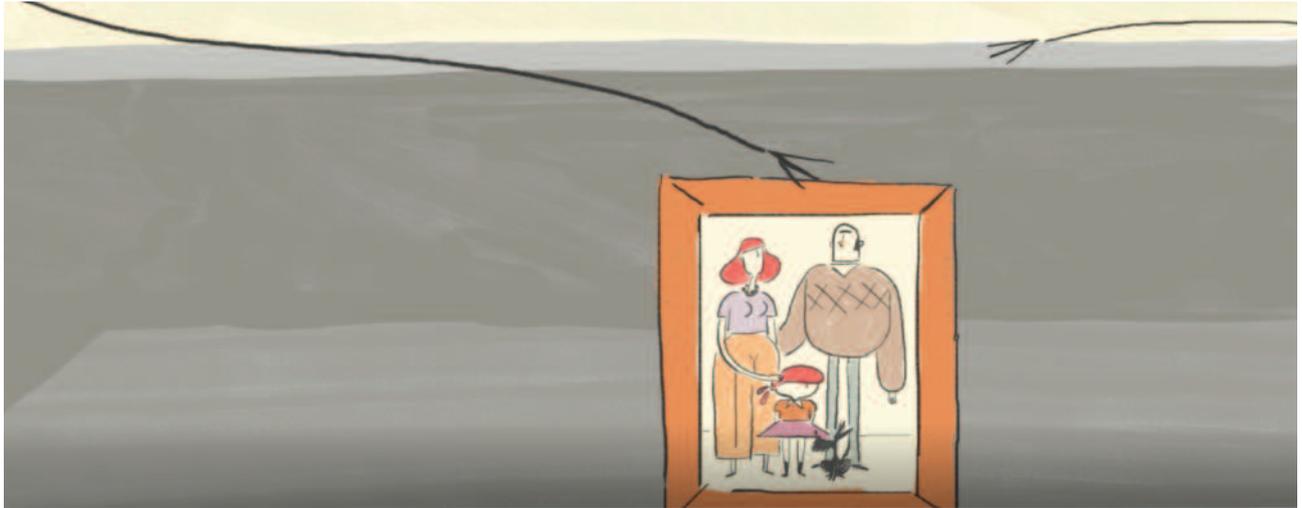
Questions to consider:

- Is it a tall building?
- Is it attached to any other buildings?
- Is there one main door or are there lots of doors?
- Are there any stairs in the house?
- Does it have lots of windows?
- Is there a garden?
- Can you park a car outside it?
- Are there shops nearby?
- What other buildings are beside your house?

*I explore and discover the interesting features of my local environment to develop an awareness of the world around me. **SOC 0-07a***

*I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. **SOC 1-07a***



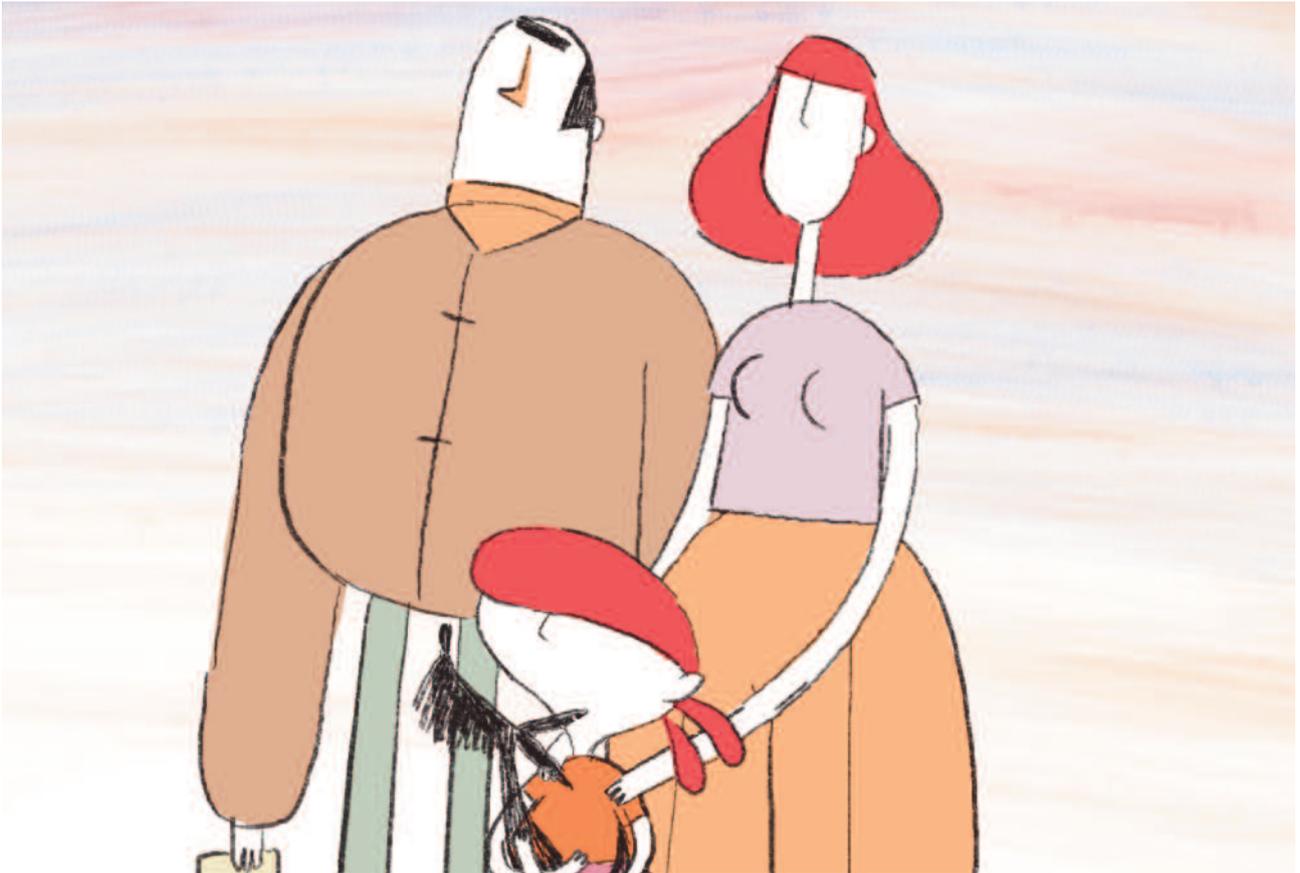


## Activity 4 – Health and Wellbeing

The House uses the picture of the family to help find out where they have moved to. Discuss the family composition and how there are different families. Encourage the children to talk about who is in their family. This can include extended family members and pets. Get the children to draw and label their family members.



*I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. HWB 0-45a / HWB 1-45a*



## Activity 5 – Literacy

Encourage the children to think about what makes a house a home. Refer back to the discussion about why the family moved house and what their house looked like. Get the children to create an advert for a new house.

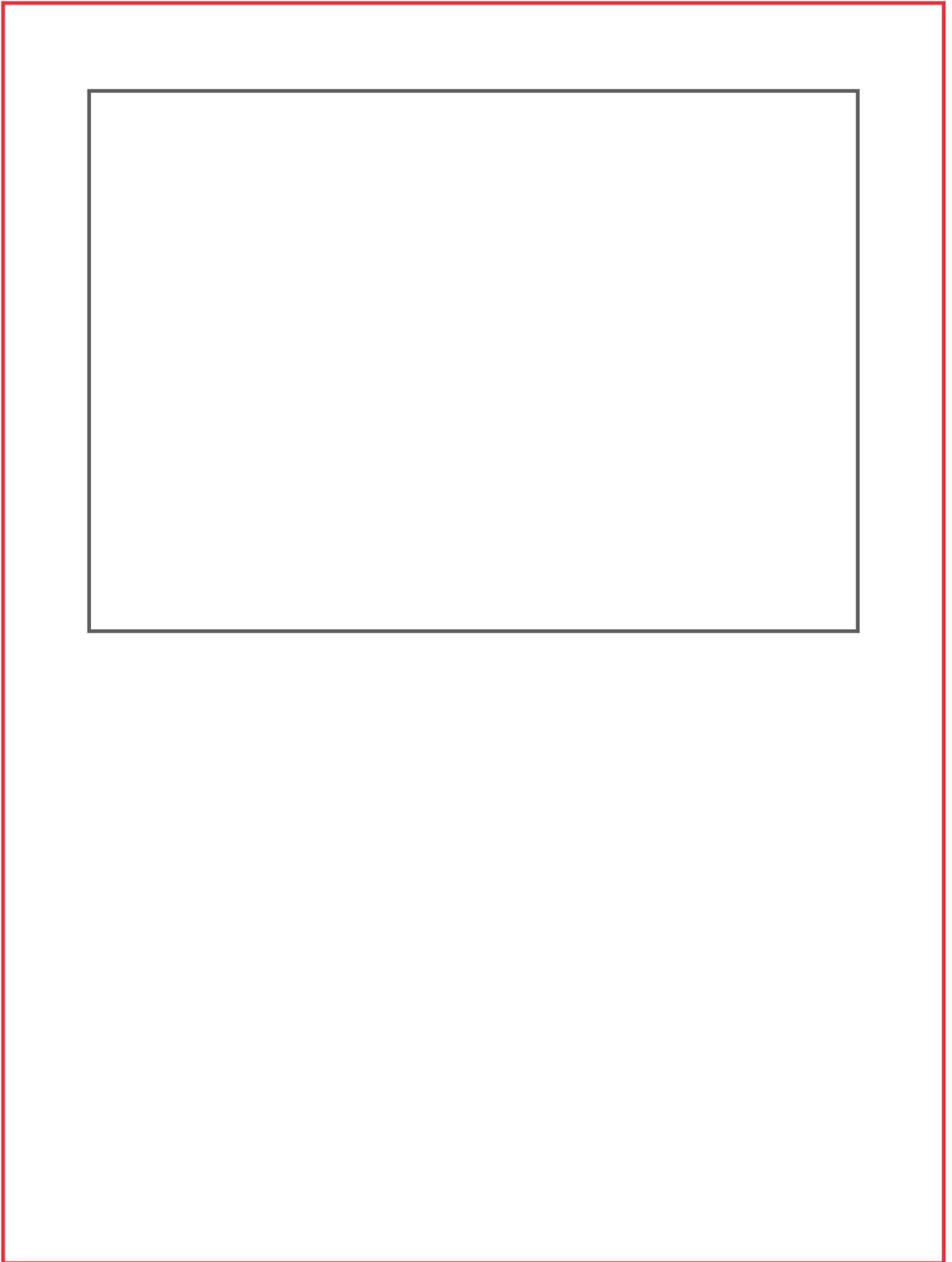
They can draw the house they are advertising and then write using persuasive language to advertise it.

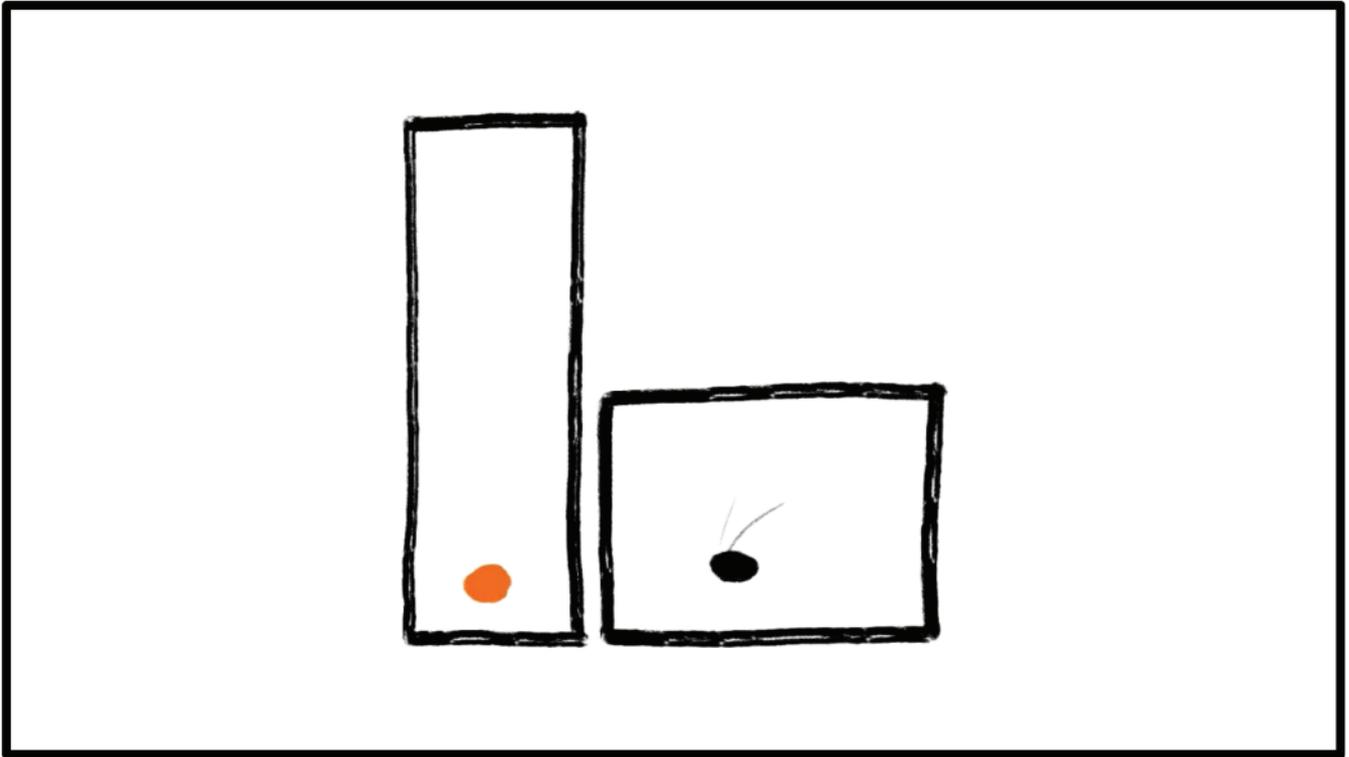
*I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 1-20a / LIT 2-20a*

*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*

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





## Flo

2017, dir. Nora Marie Back, Germany (1'47")

The trailer for this film can be viewed at: <https://www.youtube.com/watch?v=MDD8M43uB2A>

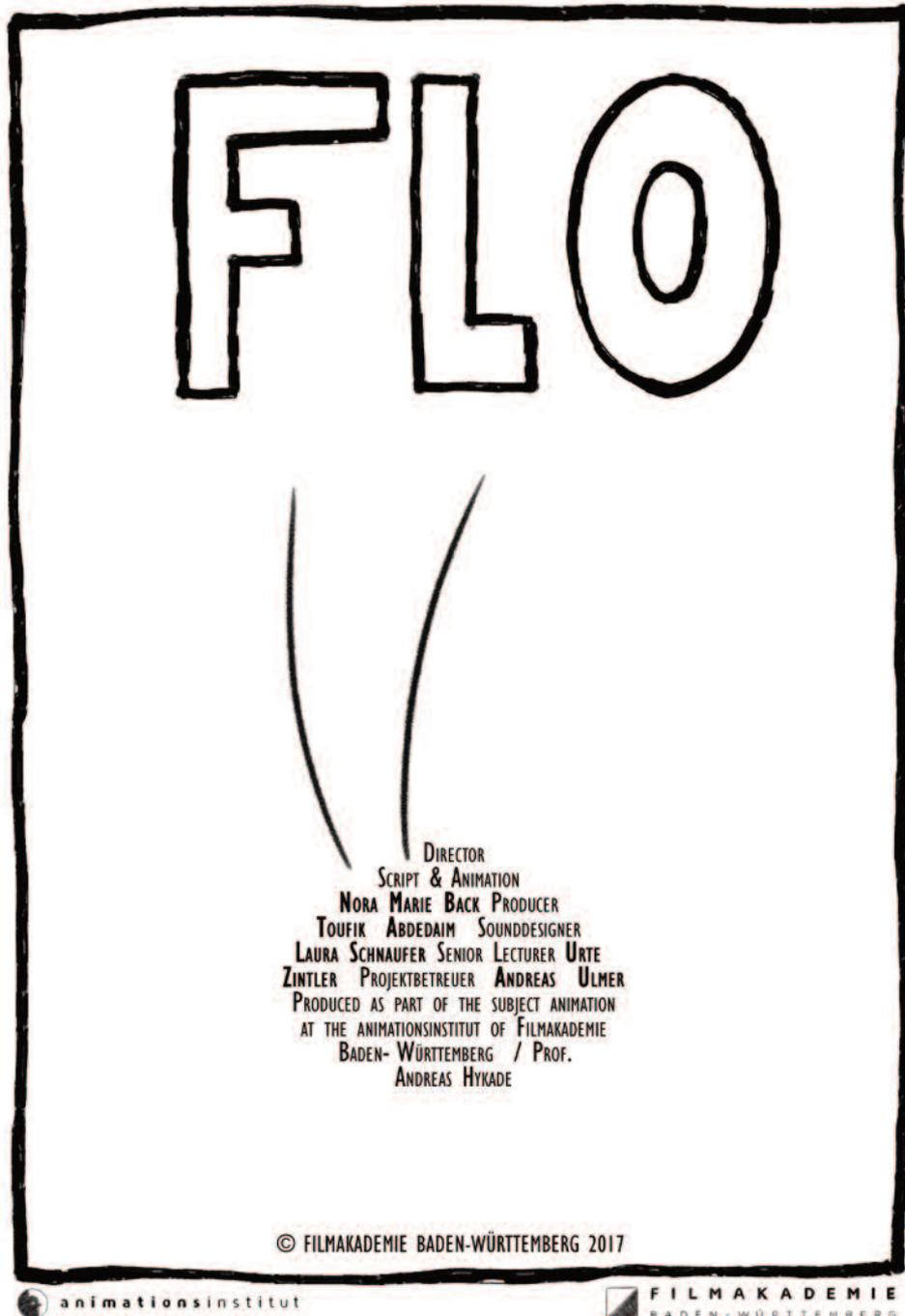
### Synopsis

A short animation about a little flea who has to learn to share its food.

### Before visiting the cinema

#### Activity 1 – Listening and Talking/Literacy

Before watching the trailer show the children the poster for the film.



Let the children see the trailer for the film. It is very short so you may need to show them it twice. Get them to make predictions about the film and encourage them to share these.

### Questions for discussion

- What creature do they think it?
- What do they think the film will be about?
- What is happening in the trailer?



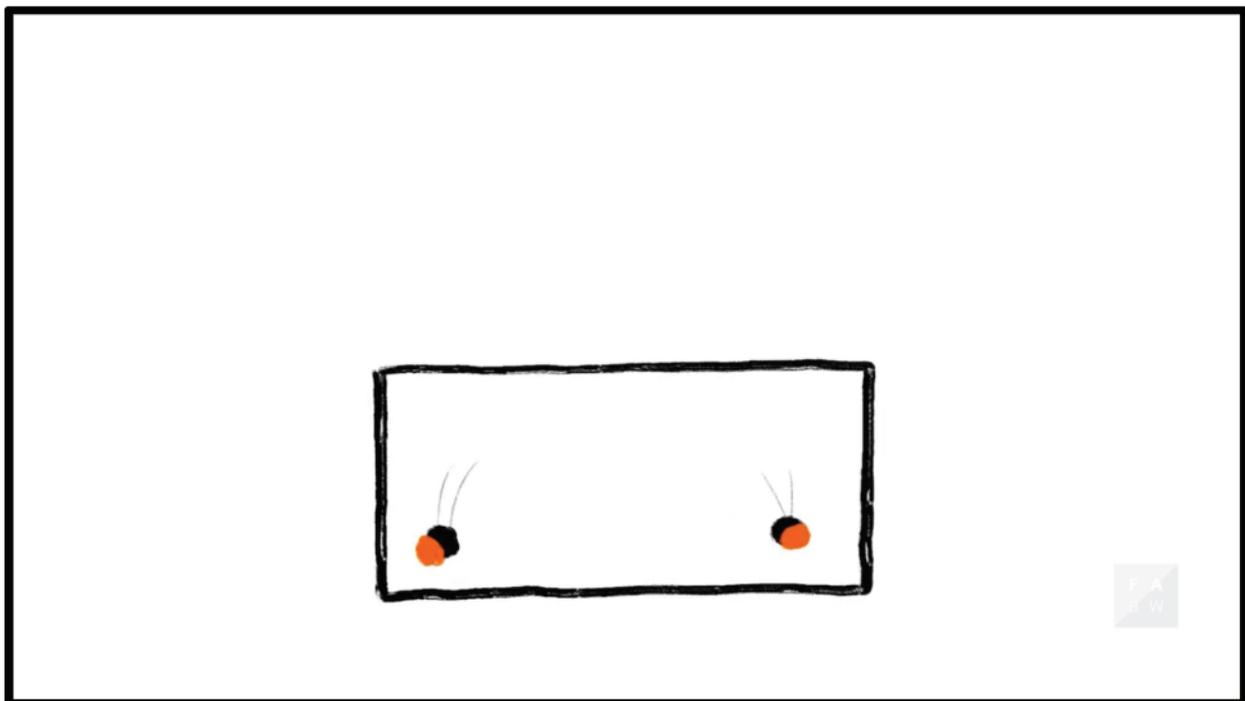
### Activity 3 – Health and Wellbeing

At first the flea struggles to share its food with its friend. But realises to keep its friendship it must share.

Ask the children when there was a time that they shared something. What was it?  
How did they feel when they were sharing?

Similarly ask the children if there is a time they remember when someone didn't share something. How did that make them feel?

Are there any times where it's ok not to share with someone?



Take the children's answers and make them into scenario cards. Have the children work in pairs or small groups and ask them to act out the scenario. If the problem is that someone didn't share, ask them if they can come up with a solution.

*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 0-05a / HWB 1-05a***

*I use drama to explore real and imaginary situations, helping me to understand my world. **EXA 0-14a***

*I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. **EXA 1-14a***



## I Want to Live in the Zoo

2017, dir. Evgenia Golubeva, UK (6')

### Synopsis

Sasha decides that she has had enough of the 'boring' tasks her parents want her to do. She thinks that life in the zoo will be much more fun. She tries living with various different animals but can't quite find her place. Perhaps at home with her parents really is the best fit?

This trailer can be viewed at: <https://vimeo.com/228225619>

### Before visiting the cinema

#### Activity 1 – Listening and Talking

Let the children hear the trailer. What does the music make them think of? Take some feedback then share the title with the children. Let them hear the trailer again and see if they come up with different ideas.

#### Questions for discussion

- What can they hear in the trailer?
- Can they identify the characters?
- What do you think is happening in the film?
- What kind of animals would you see in a zoo?
- What animals did you see?
- Why do you think the girl goes to the zoo?

Record their ideas for later discussion.

## After visiting the cinema

### Activity 2 – Listening and Talking

After watching the film, look back at the predictions that were made. Were any of them correct?

#### Questions for discussion

- What animals did you see?
- Why does the little girl want to leave home?
- Why does she want to live in the zoo?
- What happens when she goes to live with each animal?
- Why does she not fit in with the animals?

*I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b*

*I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. LIT 1-11a / LIT 2-11a*

*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*

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

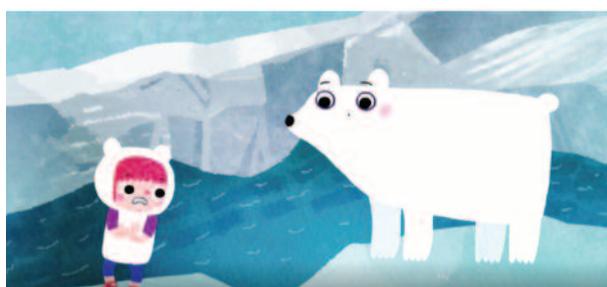
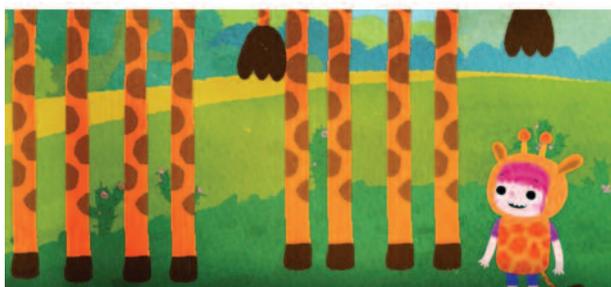


## Activity 3 – Health and Wellbeing

Sasha decides to try living in the zoo as she doesn't feel like she fits in. Use the stills below as a stimulus for discussion about times the children maybe didn't feel like they fitted in.

### Questions for discussion

- Have there been times when they felt they didn't fit in?
- Was there a time when they were not included in something?
- Why do people feel like they don't fit in?
- What can we do to help people fit in?



*I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. **HWB 0-08a / HWB 1-08a***

*I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 0-14a / HWB 1-14a***

*I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. **HWB 0-04a / HWB 1-04a***

## Activity 4 – Literacy/Technologies

Use the skills from activity 3 and let the children choose their favourite animal. Using research books or the internet get the children to create an animal fact file.

For younger children or lower ability you can give them headings and they can draw a picture under each one.

### Try to include:

- Name of animal
- Image of animal
- Country it can be found
- Habitat
- Food

*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 / LIT 2-20a*

*As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. LIT 0-21b*

*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 use digital technologies to explore how to search and find information. TCH 0-02a*

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





## Activity 5 – Expressive Arts

Sasha uses different guises to try and fit in with the different animals. Get the children to create their own animal masks.

Encourage them to use different materials such as paper, paint, rollers etc.

Can they incorporate the visual elements into their work such as colour, line and texture?

*I have the freedom to discover and choose ways to create images and objects using a variety of materials. EXA 0-02a*

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

## Activity 6 – Literacy/Science

Use this film to stimulate discussion around why we have zoos. Younger children may not fully understand the positive and negative arguments surrounding zoos.

Encourage older children to look at all aspects of zoos. Use the concept of conservation as the main reason we have zoos.

Use this film on CBBC to generate further discussion and to allow the children to develop their understanding of zoos.

This can be viewed at: <http://www.bbc.co.uk/guides/ztkpn39#zsjyvcw>

There are lots of other resources available with great videos to accompany them

*Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-09a*

*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*

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

*Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. TCH 1-02a*

*I can talk about science stories to develop my understanding of science and the world around me. SCN 0-20a*

*I have contributed to discussions of current scientific news items to help develop my awareness of science. SCN 1-20a*

animated short film

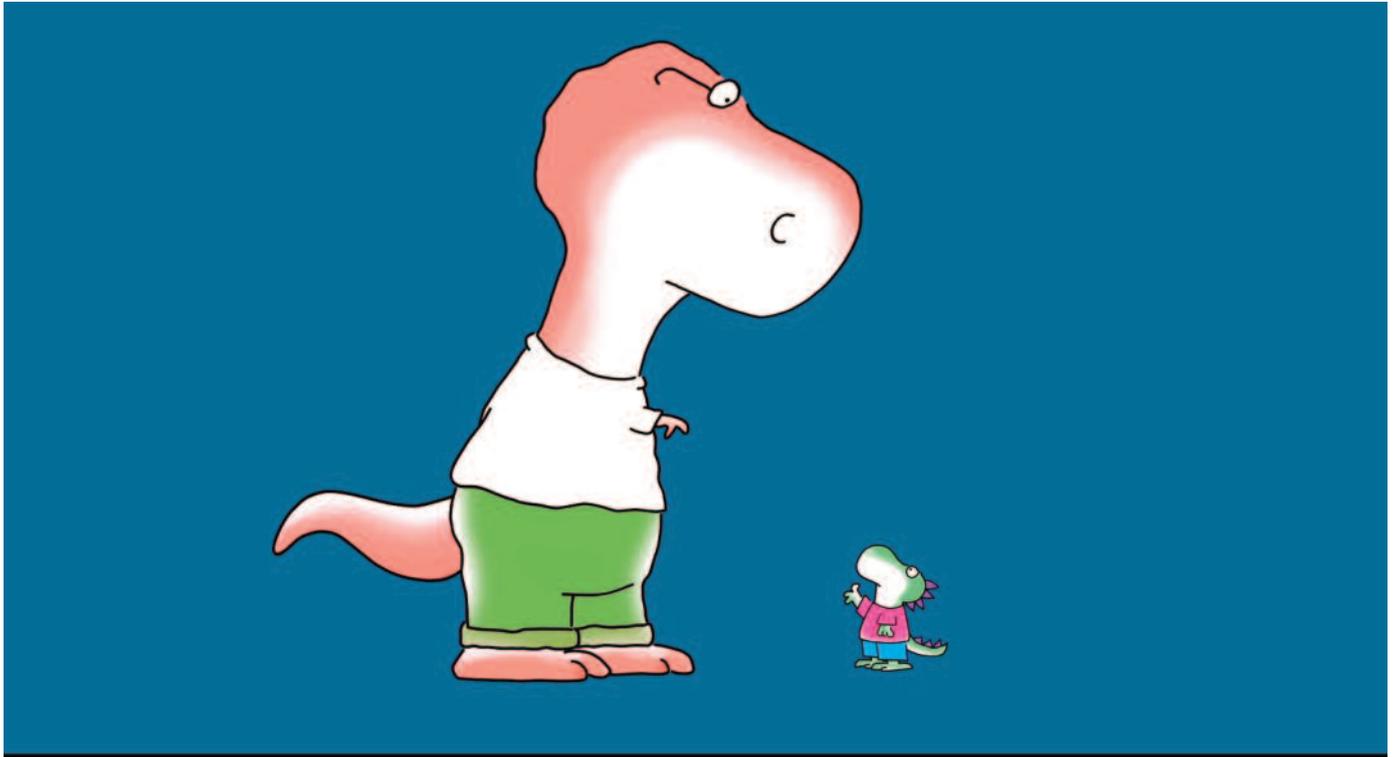
# I want to Live in the ZOO

written, directed & designed  
by Evgenia Golubeva



© FGUP "TPO "Kinostudiya "Soyuzmultfilm"" 2017

Voices by Lyla McLeod, Myles McLeod, Alisa Tashkinova, Dmitrij Tashkinov  
music and sound by Tom Angell, head of animation Natalia Gabis, backgrounds by Ekaterina Plaksina,  
executive producer Anastasia Lunkova, producers Michael Aldashin & Boris Mashkovzev.



## 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](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)