

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: Los Futbolísimos (The Footballist)

Levels 2 and 3/4

Created by Gordon Mackenzie (in Spanish) and Ian Cameron (in English)

Discovery Film Festival: Sat 19 October - Sun 3 November 2019

discoveryfilmfestival.org.uk

DCA²⁰

Dundee Contemporary Arts


EUROPA CINEMAS
MEDIA-PROGRAMME OF THE EUROPEAN UNION

DUNDEE 
ONE CITY, MANY DISCOVERIES

 
ALBA | CHRUTHACHAIL

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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

www.discoveryfilmfestival.org.uk/resources



Los Futbolísimos (The Footballist)

Dir: Miguel Ángel Lamata

Spain 2018 / 1h43m

Spanish with English subtitles

Modern Languages Resources

This pack has been designed to offer activities and discussion for both learners of Spanish and/or English students. Modern Languages Resources (created by Gordon Mackenzie) are on pages 2 to 12, followed by English resources (created by Ian Cameron) from page 13 onwards.

Level

For Level 2 and 3 students of Spanish (recommended age for Modern Languages pack: Primary 6 to S2). Tasks in this activity pack cover both Level 2 and Level 3 Experiences and Outcomes in Modern Languages and Literacy.

Synopsis

Los Futbolísimos follows a school football team of 11-year-olds in Spain. They are near the bottom of the league and facing being replaced by a choir if they do not win a game. Unfortunately, referees in their games keep mysteriously falling fast asleep mid-match, meaning opponents can and do cheat wildly...

An underdog Spanish school football team is given one last chance to improve their performance before they are disbanded, and funds allocated to the school choir. In the process they uncover a sinister plot to prevent the club achieving success. The team must come together to unravel the mystery, in the process discovering what it means to be a successful team.



Advisory: Features cartoonish slapstick violence throughout. In one dream sequence, a superhero character is beaten up. One scene of intense anger implies swearing in the subtitles (“You worthless piece of s...”), where a character is silenced before the word is finished - no obscene words are specifically said or appear in subtitles. The middle finger gesture is used once, extremely briefly.

There is a hallucinated “scary” creature, more cartoonish than fear-inducing. One reference is made to French kissing.


Teacher’s notes

This pack is aimed at Primary teachers and Modern Language teachers of P6 to S2. There are a mixture of tasks in both English and Spanish, aimed at pupils who are either just beginning their Spanish learning or are a year or two in. Tasks can be adjusted accordingly.

Where tasks use more Spanish, the language uses cognates (words that look a little like English words) to support understanding.

Before watching the film





Activity 1 - The Poster

Looking at the poster, who do you think is the main character? Why did you decide that?

Activity 2 - Descriptions

Based on their appearance, body language and facial expressions; choose 3 of the characters in the poster and come up with two adjectives in Spanish to describe their personality.

Remember, **adjectives** in Spanish must agree with whoever or whatever they are describing! If you are using a dictionary or wordreference.com, you will find the masculine form first. To change your adjective to the feminine form, to describe the female characters above:

If your adjective ends in **-o**, change it to **-a**

If it ends in **-e**, it does not change

If it ends in a **consonant**, it does not change

If it ends in **-or**, **-ón**, or **-ín**, remove the accent and add **-a**

Once you have done this, share your adjectives with a partner and see if they can work out which characters you were writing about.

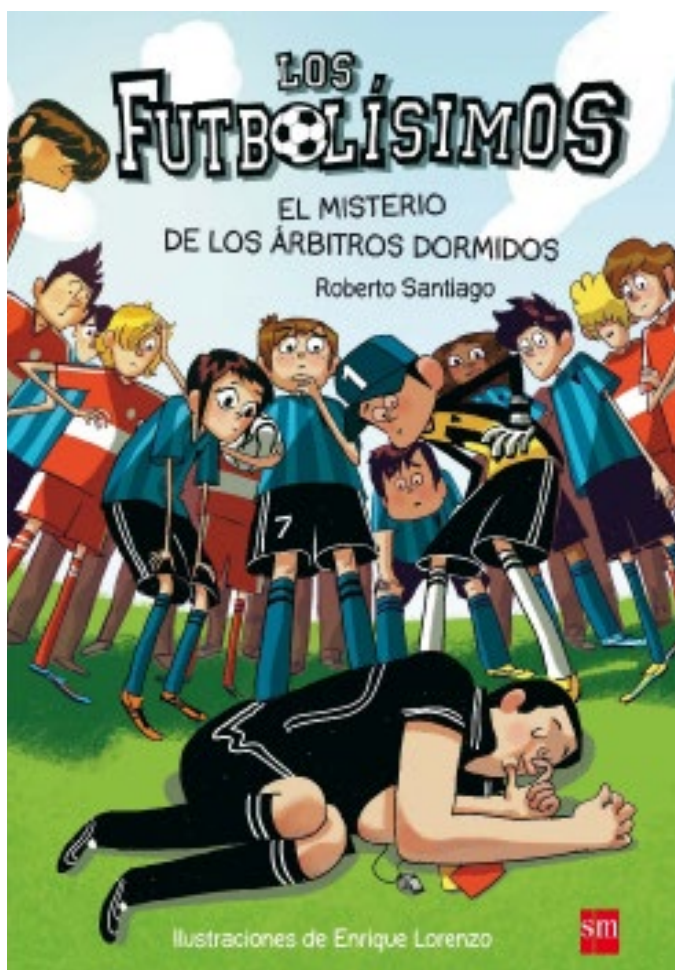
I use the support of others and access appropriate reference materials of my choice to help me plan my writing in ways that engage my reader, using ICT when appropriate.

MLAN 2-12a / MLAN 3-12a

I can use a bilingual dictionary independently to help me understand new language.

MLAN 3-11a

Activity 3 - The Inspiration



The film is based on a children's book. Here is the film poster and book cover side-by-side.

Which one appeals to you more? Why is this?

Which do you think would appeal more to people in general? Why?

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



Activity 4 - The Trailer

In Spanish

Watch the trailer: <https://www.youtube.com/watch?v=E8hVRi3pUyw>

As you watch, try to note down a couple of things in English that you see. Do not worry about trying to catch every word of Spanish! You might note down particularly strong visuals, things that you see happen or settings.

I can listen to and show understanding of mainly familiar language and instructions from a variety of sources, where the sentences are longer and where there may be more than one speaker. MLAN 3-01a

Rewatch the first 23 seconds of the trailer and read along with the transcript below.

- **PAKETE:** Hola, me llamo Pakete, y soy especialista en penaltis. En fallando penaltis.
- **LA DIRECTORA:** El Soto Alto va el **penultimo** en la liga, y cuando el **equipo** baje, debemos destinar los recursos a las actividades más provechosas.
- **EL PADRE DE PAKETE:** ¿Como que?
- **LA DIRECTORA:** Como un **coro**.

This introduces the main plot of the film. Working in small groups, take it in turns to read this out loud to each other.

Without using any dictionaries, using only knowledge of cognates (words that either look or sound similar in English), and what you see on screen, can you work out roughly what's going on?

Key words: penultimo – penultimate (second last), equipo – team, coro – choir

I can apply my knowledge about language, intonation and pronunciation to ensure that others can understand me when I pronounce familiar words or phrases, help me work out how to pronounce unfamiliar words and read a short text aloud with accuracy and confidence. MLAN 3-07a

In English

Watch the trailer again, this time with English subtitles: https://youtu.be/2Xr4_j3BtBo

Once you have watched this, check back to when you made notes about the Spanish trailer. Was everything you noted down accurate? Was your summary of the plot from the previous activity similar to what was said in this trailer?

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

After watching the film

Activity 5 - Sequencing

Cut out the cards below. Try to put them in sequential order of when they come in the film. To help you, some are in Spanish, some are in English and some are pictures.

Comienza el segundo partido, contra Islantilla.

El equipo se presenta a Helena.



Helena sneaks into Chacón's car.

Los Futbolísimos se infiltra en el hospital.

Pakete learns that Helena may have to move.

Pakete marca un penalti.

Pakete's dad finds out the team are going to be replaced by a choir.

The kids interview Radu the janitor.

El primer árbitro duerme durante el partido.



*I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence, for example. **MLAN 2-08a***

*I work on my own and with others to understand text using appropriate resources. I can read and demonstrate understanding of more complex texts which contain familiar and unfamiliar language. **MLAN 3-08a***

Activity 6 – Marketing Taglines



The Spanish poster has the tagline “La mayor aventura es ser parte del equipo”. What do you think this would translate to in English?

Having seen the film, can you come up with an English marketing tagline for Los Futbolísimos? For some ideas, here are some famous films and their taglines:

- *Toy Story*: The Toys Are Back In Town
- *Twilight*: When you can live forever, what do you live for?
- *The Lion King*: The King Has Returned
- *The Lego Movie*: Assembling in 2014
- *Spiderman: Into the Spiderverse*: What makes you different is what makes you Spider-Man.

I can convey information, describe events, explain processes or combine ideas in different ways.

LIT 2-28a

Activity 7 - Reading reviews

Read the following Spanish-language reviews of *Los Futbolísimos*. Colour in the stars to show what rating you think the reviewer gave the film.

Diego P: Cine familiar, divertido, con personajes “reales”. Ideal para una tarde de cine en familia. Muy recomendable.



Sergio M: En el límite de lo aceptable para una película infantil. Llena de estereotipos y normalizando la violencia en el fútbol.



Marta A: Muy buena, a mi hijo de 10 años le ha encantado y a mi también, está muy conseguida y le da vida a los personajes del libro.



Vicente A: ¡Muy recomendable y divertida! Enhorabuena porque es una de las mejores comedias infantiles. ¡Fuimos con niños desde 5 a 8 años y todos los pasaron bien!



*I can recognise features of words in the language I am learning and use them to make sense of vocabulary and of the connections between words. **MLAN 3-11b***

*I work on my own and with others to understand text using appropriate resources. I can read and demonstrate understanding of more complex texts which contain familiar and unfamiliar language. **MLAN 3-08a***

Activity 8 - Twitter Review

On Twitter, you can write a maximum of 280 characters (including spaces). Can you write a Spanish-language review of the film in 280 characters or fewer? Here are some examples:



Write your review in the template box below:

Once checked by your teacher, you could send your review using your school's Modern Languages Twitter account to the Discovery Film Festival using the hashtag **#DiscoveryFilmFest**.

A screenshot of the Twitter 'What's happening?' composition box. It features a large text area for writing, a character count '280 characters' at the bottom right, and a 'Tweet' button. The top navigation bar includes 'Home', 'Profile', and 'Find People'.

Some vocabulary help:

Es una película muy buena / mala - It is a very good / bad film

Me gustó mucho - I really liked it

No me gusto - I didn't like it

Me gustó mucho el guión / la música / el tema - I really liked the script / music / theme

La película era The film was

Divertida – funny

Aburrida – boring

Larga – long

Infantil – childish

Interesante – interesting

Diferente – different

Emocionante – exciting

En cambio – on the other hand...

I can express opinions and can offer straightforward reasons for having those opinions. MLAN 3-13b



Activity 9 - Book-to-film adaptations

Los Futbolísimos is not the first book series to be turned into a film. In an interview with zendalibros.com, the author of *Los Futbolísimos*, Roberto Santiago, mentions several other books that inspired him that have also become films.

Can you work out these books' titles in English?

“La isla del tesoro, de Robert Louis Stevenson, el clásico”

“El pequeño Nicolás, de René Goscinny, que a mí me apasiona particularmente”

“Una trilogía - El señor de los anillos, de J.R.R. Tolkien”

Can you think of any more books that have become films? Use the internet to find out these book or film titles in Spanish, and share these with the class.

A good way to find films' titles in Spanish is to find the Wikipedia article for that book or film, then look on the left-hand side of the web page for the “other languages” list. By clicking on “Español”, you will be taken to the Spanish-language Wikipedia article about that book or film.

Activity 10 - Final Film Facts

Los Futbolísimos is based on a graphic novel series of the same name.

“Más de un millón y medio de ejemplares vendido”

- How many copies of the books have been sold?

“Los futbolísimos ... basada en la primera de las doce novelas de la saga”

- How many novels are currently in the series?

“...incluyendo con sabiduría hasta tres niñas en el equipo”

- There are three whats in the football team?

“...enseña valores como el trabajo en equipo, el respeto y la confianza”

- What three values does the film teach young people?

I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language. MLAN 2-08b



The Footballist (Los Futbolísimos)

Dir: Miguel Ángel Lamata

Spain 2018 / 1h43m

Spanish with English subtitles

English Resources

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Los Futbolísimos follows a school football team of 11-year-olds in Spain. They are near the bottom of the league and facing being replaced by a choir if they do not win a game. Unfortunately, referees in their games keep mysteriously falling fast asleep mid-match, meaning opponents can and do cheat wildly...

An underdog Spanish school football team is given one last chance to improve their performance before they are disbanded, and funds allocated to the school choir. In the process they uncover a sinister plot to prevent the club achieving success. The team must come together to unravel the mystery, in the process discovering what it means to be a successful team.



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Before watching the film

Activity 1 – Making Connections

The Footballer is about a struggling school football team who are close to being relegated. Pupils should watch the trailer and find comparisons. The pupils should use a sheet of A4 paper (landscape) and fold it in to four equal parts. At the top of each of the quarters, pupils should put four individual headings:

- Children in Sport
- Children Working Towards Common Goal
- Group of Misfits
- Children not Being Believed by Parents.

Pupils should then be encouraged to fill in each of the boxes with stories/films where these themes are evident. Pupils should be given 5-10 minutes to do this in pairs or co-operative learning teams. Pupils should then share ideas/findings with another group/pair. Time could be given to share best ideas with class. Pupils should circle in red any story/film that spans two of these themes, blue for three of the themes and green for all four of the themes.

Films or stories they use might include: *The Mighty Ducks*, *Karate Kid*, *Bend it Like Beckham*, *The Goonies*, *Scooby Doo*, *Jack and the Beanstalk*, *Famous Five*, *The Spiderwick Chronicles*, *The Witches*, *Hamish and the World Stoppers*, *E.T.* etc.

I can recognise the relevance of the writer's theme and how this relates to my own and others' experiences. **ENG 2-19a**



Activity 2 – Questions to Consider

Pupils should be given these questions to think about when they come to the film. Pupils should pick 3-4 to concentrate on during the film.

- Who are the main characters?
- Is there a central character?
- Is there a point in the film where you can predict the ending?
- Who is your favourite character?
- What is the best bit in the film? Why?
- What is the worst bit in the film? Why?
- Are there any key parts of the plot you would change? How?
- Is there a story that you are instantly reminded of when you watch this film?

I can:

- *discuss structure, characterisation and/or setting*
- *recognise the relevance of the writer's theme and how this relates to my own and others' experiences*
- *discuss the writer's style and other features appropriate to genre.*

ENG 2-19a



After watching the film

Activity 3 - What Does it Take to Make a Team?

Resources: **Activity Sheet 3a+b** (page 20 & 21), scissors, Blu Tack

The film shows how a group of children can work together towards a common goal using their individual skills. It emphasises the importance of teamwork to complete certain tasks. Pupils should work in pairs or co-operative learning teams. They should look at **Activity Sheet 3a**. The person closest to the teacher should read each of the statements out to the rest of the group. The groups should then get 5 mins to cut out each of the boxes containing the statements and narrow them down to nine statements they believe are the most important to consider when working as a team. There should be a consensus in the pair/group as to which of the statements will remain and which should go. Encourage pupils to discuss fully and give clear reasons why they think a statement should go or remain.

Pupils should then arrange the remaining 9 statements on **Activity Sheet 3b** as a diamond nine. The statement they feel is the most important should be at the top and then the remaining ones should be added in descending order of importance.

At the end of this activity groups/pairs should be given time to share some of their ideas with the class. If working in co-operative learning teams, pupils could then decide on which of the diamond nine statements might be their focus on the next team task they complete.

Extension: Pupils could take each of the diamond nine statements and decide what it would look like, feel like, sound like if it was happening in group work.

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 0-10a / HWB 1-10a / HWB 2-10a



Activity 4 - Profiling the Characters

Resources: **Activity Sheet 4a+b** (page 22 & 23), pens/pencils, Whiteboard/Blackboard

Following on from the previous activity pupils should be asked why they thought the team was successful. This can be discussed as a whole class. Ideas should be written on the board. Pupils should be asked to focus on the successes of the team rather than the failings of the adults involved. A list of all the characters the class remembers should be collated on the Blackboard/Whiteboard as well. **Activity Sheet 4a** should be issued after this to fill in the gaps.

Pupils should then work in pairs to complete at least three of the **Activity Sheet 4b** Character Profiles (more can be issued if needed). Pupils should consider strengths and weaknesses of each character they have chosen and their role within the team. Time should be given for sharing once completed. This can be done by asking pupils in their pairs to number themselves one and two. The ones can then get up and move to an opposite pairing at the twos can remain seated and explain their work/ideas to the new number one.

Extension: Pupils could decide on two of the team members that they felt could be replaced and give reasons for their decision. This could be developed into a discursive piece of writing where pupils outline the pros and cons of the character being included in the plot.

I can:

- *discuss structure, characterisation and/or setting*
- *recognise the relevance of the writer's theme and how this relates to my own and others' experiences*
- *discuss the writer's style and other features appropriate to genre.*

ENG 2-19a



Activity 5 – What Makes a Leader?

Resources: **Activity Sheet 5** (page 24), scrap paper/jotters/small whiteboards, whiteboard/blackboard

Although the film is told by Pakete as the potential leader of the football team it could be argued that the team is ultimately led by Helena. The following activity asks the pupils to investigate this.

Pupils should be asked the question “What makes a good leader?”. They should be given 5 minutes to come up with 8-10 things you need if you are going to be a good leader. This can be written on whiteboards/scrap paper/scribble jotters. Pupils should work in pairs or small groups. Pupils should share their best two answers with the rest of the class. These can be written on a blackboard/whiteboard by the class teacher.

Using this information, the children should decide in their groups/pairs which of the children in Los Futbolisimos is the leader. Pupils should cite evidence from the text to back up their claims. This will involve discussion between the pairs/groups to come to a consensus. Again, this can be shared with the class randomly using the class teacher’s own strategies (lollipop sticks, name generator, dice etc.).

Pupils can then undertake a personal piece of writing where they consider their own skills which would make them a good leader. **Activity Sheet 5** can be used to help pupils plan out the skills they feel they have that would make them a good leader and the evidence to back this up.

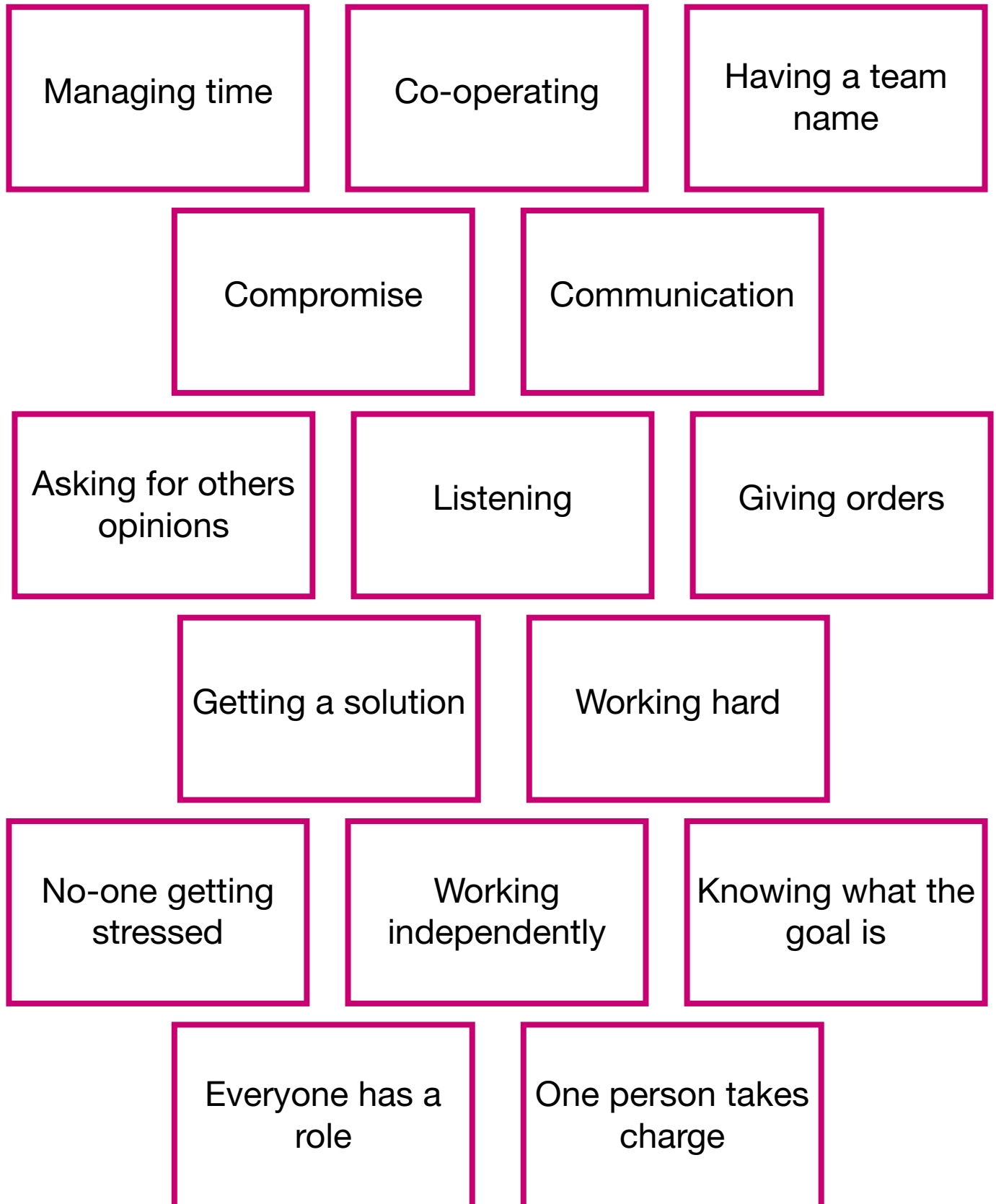
Extension: Pupils could write a discursive essay about if they were leading the football team. They should consider the things they would have done differently had they been leading the team, and why these changes would have produced a more positive outcome.

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 0-10a / HWB 1-10a / HWB 2-10a

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Activity Sheet 3a





Activity Sheet 3b

A diagram consisting of ten empty rectangular boxes arranged in a symmetrical pyramid shape. The boxes are organized into five rows: the top row has one box, the second row has two boxes, the third row has three boxes, the fourth row has two boxes, and the bottom row has one box. All boxes are outlined in a magenta color and are currently empty.



Activity Sheet 4a

Pedro Tomeo Marilyn Camûnas Pakete Helena Toni Angustias Anita





Activity Sheet 4b

Character Profile
<div>Name: <input type="text"/></div> <div>Special Ability: <input type="text"/></div> <div>Hobbies: <input type="text"/></div> <div>Likes: <input type="text"/></div> <div>Dislikes: <input type="text"/></div> <div>Any Other Qualities: <input type="text"/></div>

Character Profile
<div>Name: <input type="text"/></div> <div>Special Ability: <input type="text"/></div> <div>Hobbies: <input type="text"/></div> <div>Likes: <input type="text"/></div> <div>Dislikes: <input type="text"/></div> <div>Any Other Qualities: <input type="text"/></div>

Character Profile
<div>Name: <input type="text"/></div> <div>Special Ability: <input type="text"/></div> <div>Hobbies: <input type="text"/></div> <div>Likes: <input type="text"/></div> <div>Dislikes: <input type="text"/></div> <div>Any Other Qualities: <input type="text"/></div>





Activity Sheet 5

Name: _____

Leader skill: _____

Evidence: _____

Leader skill: _____

Evidence: _____

Leader skill: _____

Evidence: _____



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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

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