

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: The Incredible Story of the Giant Pear

Level 1

Created by Sheena Lusby

Discovery Film Festival: Sat 20 October - Sun 4 November 2018

discoveryfilmfestival.org.uk

DCA

Dundee Contemporary Arts


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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



The Incredible Story Of The Giant Pear

Dir: Amalie Næsby Fick, Jørgen Lerdam and Philip Einstein Lipski

Denmark 2017 / 1h19m

Dubbed in English

Synopsis

This feature film focuses on the adventures of Mitcho the cat and Sebastian the elephant. They strive to rescue JB, the popular Mayor of Solby, who has gone missing after tripping at the harbour. He communicates with the pair through a message in a bottle telling them he is on 'The Mysterious Island'. Mitcho and Sebastian confront many challenging situations as they attempt to rescue JB. Will they succeed?

Advisory: On their voyage, the friends encounter brief threat from a gigantic sea serpent and a dark cloud inhabited by peaceful ghosts. There are moments of action threat when our heroes race through a collapsing engine room.

There is use of very mild bad language ("damn").

There is infrequent rude humour.

Before watching the film

Activity 1



Approximately 2 weeks prior to watching the film a series of science experiments involving planting seeds would provide a link to the theme of the film. Planting cress (for example) would show fairly rapid growth as demonstrated in the feature film.

Extension: Linked texts could include:

- *James and the Giant Peach*
- *Jack and the Beanstalk*

*I can help to design experiments to find out what plants need in order to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school. **SCN 1-03a***

After watching the film

Activity 2 - Message in a bottle - Writing Task



After viewing the film the children will imagine they have been stranded on a desert island. They must summon help by sending a message in a bottle (see **Appendix 1**).

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



Activity 3 - Paper Mache – Creating an Island

Working co-operatively in small groups children will have the opportunity to construct and design their own desert island. They can use junk modelling materials to enhance their islands. (see **Appendix 2**).

*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***

*Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. **EXA 1-05a***



Activity 4 - Feature Film Co-Ordinates

Children will use the worksheet (see **Appendix 3**) to complete a simple co-ordinates activity.

Extension: An extension activity to this could be to create a large scale grid to use with a Bee Bot. Use enlarged pictures (see **Appendix 4**) for a Bee Bot Grid.

*I have developed an awareness of where grid reference systems are used in everyday contexts and can use them to locate and describe position. **MTH 1-18a***

*I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. **MTH 1-17a***



Activity 5 - Boat Making

In this activity the children will each make a boat out of balsa wood. This task is to promote individuality in design. The boats can then be tested using a water tray to see if they float.

Extension: An extension of this activity could be to have boat races which may then focus on 'time', using stopwatches.

*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 have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers. **MNU 1-10c***



Activity 6 - Compass Making

This activity is a science lesson focussing on magnetism and direction. Children will make their own compasses (see **Appendix 5** for instructions). These could then be used to create a game.

*By exploring the forces exerted by magnets on other magnets and magnetic materials, I can contribute to the design of a game. **SCN 1-08a***



Activity 7 - Fireworks

Children will use their imagination and creativity to design their own firework display poster. This can be very effective using black paper and either bright paint, oil pastels or crayons. Glitter is optional!

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



Activity 8 - French cut and paste

Children have to identify the appropriate French word for each picture on the sheet (see **Appendix 6**). Select the correct French word to match each picture.

I can recognise labels and environmental print. I am beginning to organise images and text. With support, I can sequence images and text to demonstrate my understanding. MLAN 1-08a

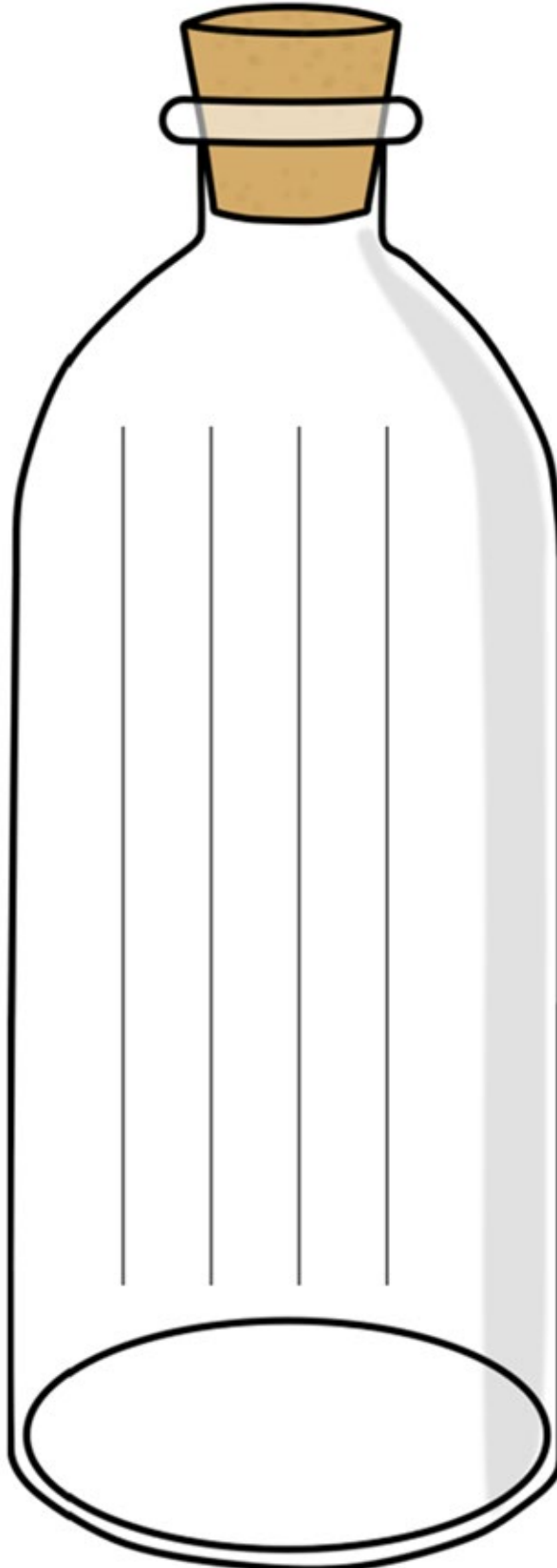
I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language. MLAN 1-08b



Resources

Appendix 1

Message in a Bottle





Appendix 2 - Instructions for making Papier-mâché

What you need:

- flour
- water
- mixing bowl
- spoon

Activity

Mix one part flour with one part of water (eg, 1 cup flour and 1 cup water, or 1/2 cup flour and 1/2 cup water) until you get a thick glue-like consistency. Add a bit more water if it's too thick.

Mix well with a spoon to get rid of all the lumps. If you find you are getting lumps in your glue, you can use a small kitchen electric mixer to whiz them out.

Add a few tablespoons of salt to the final mixture to help prevent mould.

NOTES:

- You need to use strips of newspaper only, or even paper tissues or towels.
- Let the newspaper strips soak in the papier-mâché glue a little before using.
- Cover your artwork with only 2-3 layers, then let dry completely. This is an important step.
- Once a layer is dry you can add 2-3 more layers, remembering to let each layer dry before adding the next one.
- The final layer can be plain paper - so it's easier to paint - but use the thinnest paper possible and make sure it's soaked well in the papier-mâché glue.

Appendix 3 - Feature Film Co-ordinates

5				
4				
3				
2				
1				
	A	B	C	D

What are the co-ordinates for the following questions?

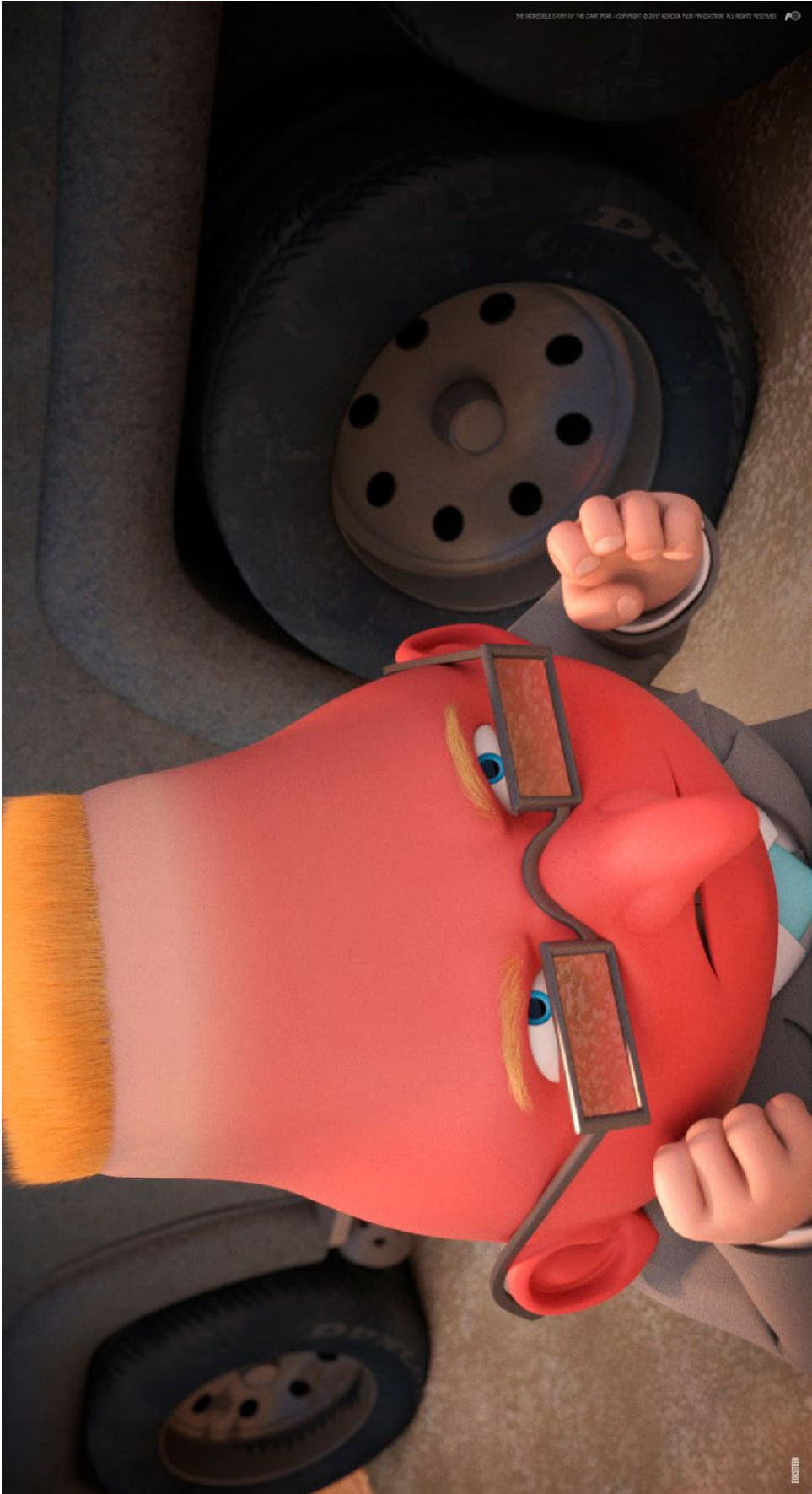
- Question 1: Where is the scientist with his laptop?
- Question 2: Where are Mitch and Sebastian in this grid?
- Question 3: Where is the angry Vice Mayor?
- Question 4: Where is the army tank?
- Question 5: Where is the scientist examining the pear?
- Question 6: Where are the 3 pirates?
- Question 7: Where is the pear in the sea?
- Question 8: Where is the picture of 2 figures on the gang plank?

Appendix 4



















Appendix 5 - Compass making instructions

MAKE A COMPASS

It's easier than you might think to make a compass. All you need are a few simple household items and you can put together a compass that shows North with surprising accuracy.

To make a compass, all you need are four simple items:

- a bowl of water
- a sewing pin or needle
- a magnet
- a small piece of craft foam, cork or paper

MAGNETIC COMPASS

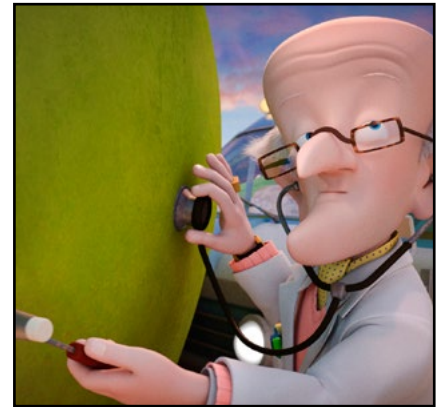
Cut a small circle from a material that will float in water. The next step is to turn the sewing needle into a magnet. To do this, stroke the needle across the magnet about thirty to forty times. Be sure to stroke in one direction only, not back and forth. The needle will now be magnetised.

Next, place the needle on the circle of craft foam or cork and place it on top of the water. Try to place it in the centre of the bowl, keeping it away from the edges. The needle will begin to slowly turn around and eventually the needle will point North and South.

How it works

Every magnet has a north and south pole. A compass is a small magnet that aligns itself with the north and south poles of the Earth's magnetic field. As the needle is stroked across the magnet, it becomes magnetized because the electrons within the needle straighten up and align themselves with the magnet. The magnetised needle then aligns itself with the Earth's magnetic field when it is placed on top of the water.

Appendix 6 – French Cut and Paste



maire	chat	bateau
pirate	armée	scientifique



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