

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: The Zillas Have A Picnic

Level 2 and above / Ages 8+ (check advisory notes)

Curricular Themes: Health and Wellbeing (Appreciating the qualities of yourself and others, Conflict Resolution)

Created by Ian Cameron

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

discoveryfilmfestival.org.uk

DCA

Dundee Contemporary Arts


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MEDIA-PROGRAMME OF THE EUROPEAN UNION

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ONE CITY, MANY DISCOVERIES

 **CREATIVE LAND**
SCOTLAND

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With support from DCA Cinema and Learning teams



Introduction

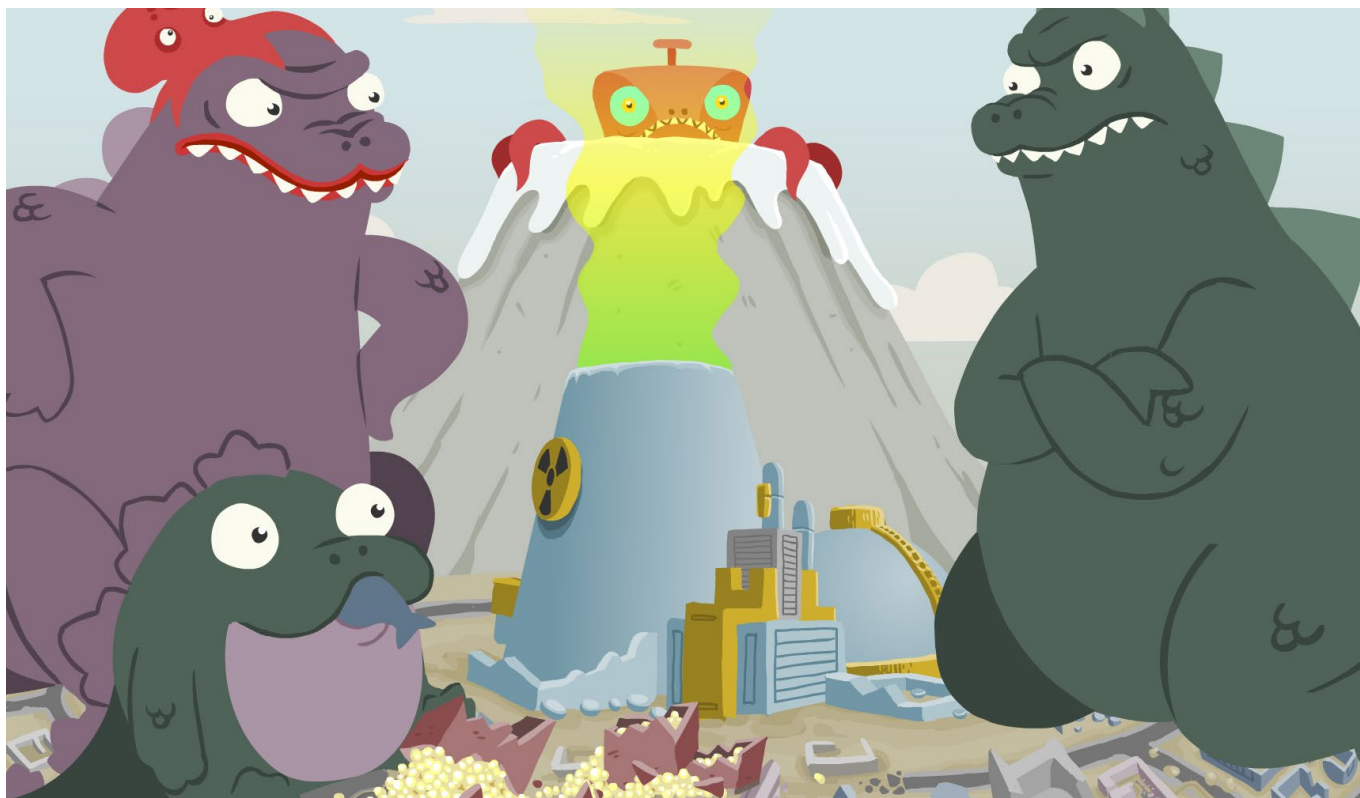
Discovery Learning Resources give you exciting classroom activities to enhance Curriculum for Excellence delivery.

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 Zillas Have A Picnic (Familie Zilla macht Picknick)

Dir: Christian Franz Schmidt
Germany 2019 / 4m45s
Zilla with English subtitles

Synopsis

The famous Japanese monster Godzilla and his family (Mrs Godzilla and baby Godzilla) go on a picnic. It becomes apparent that the picnic ground that the Zillas have been coming to for millions of years is now inhabited by humans. During the picnic the humans desperately try to defend themselves against the attack. However, the Zillas only see them as a mild annoyance (like ants or flies at a human picnic) and end up picnicking on the island anyway.

Whilst on the picnic it becomes apparent that the father is not very appreciative of his son and his role within the family. As the picnic progresses (amidst an attack from their arch-rival) the Father realises that his son is not quite as useless as he first thought when he is able to resolve the dispute between this new monster and the family.

Focus

Health and Wellbeing – appreciating the qualities of yourself and others, conflict resolution.



Advisory Note

1. There is one use of the phrase “bugger off”. Pupils should be made aware of this before the film. The film is translated from German. It is a useful learning opportunity to introduce the concept of words in one culture may change meaning when translated to English. There are even some parts of Britain where the word “bugger” is used in everyday speech, not acceptable in others.
2. There is mild comic violence throughout the film. The monster family slap each other and eat buildings with people in them.

Other Film Links Outwith the Festival:

Matilda, Roald Dahl – a little girl who is underappreciated by her adoptive Aunt and Uncle

Mort, Terry Pratchett – a boy who is underestimated by his father goes on to do greater things

Harry Potter, J.K. Rowling – a young boy is thought to be worth nothing to his Uncle and Aunt who look after him after his mother and father dies...

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Before watching the film

Activity 1 – Making Connections

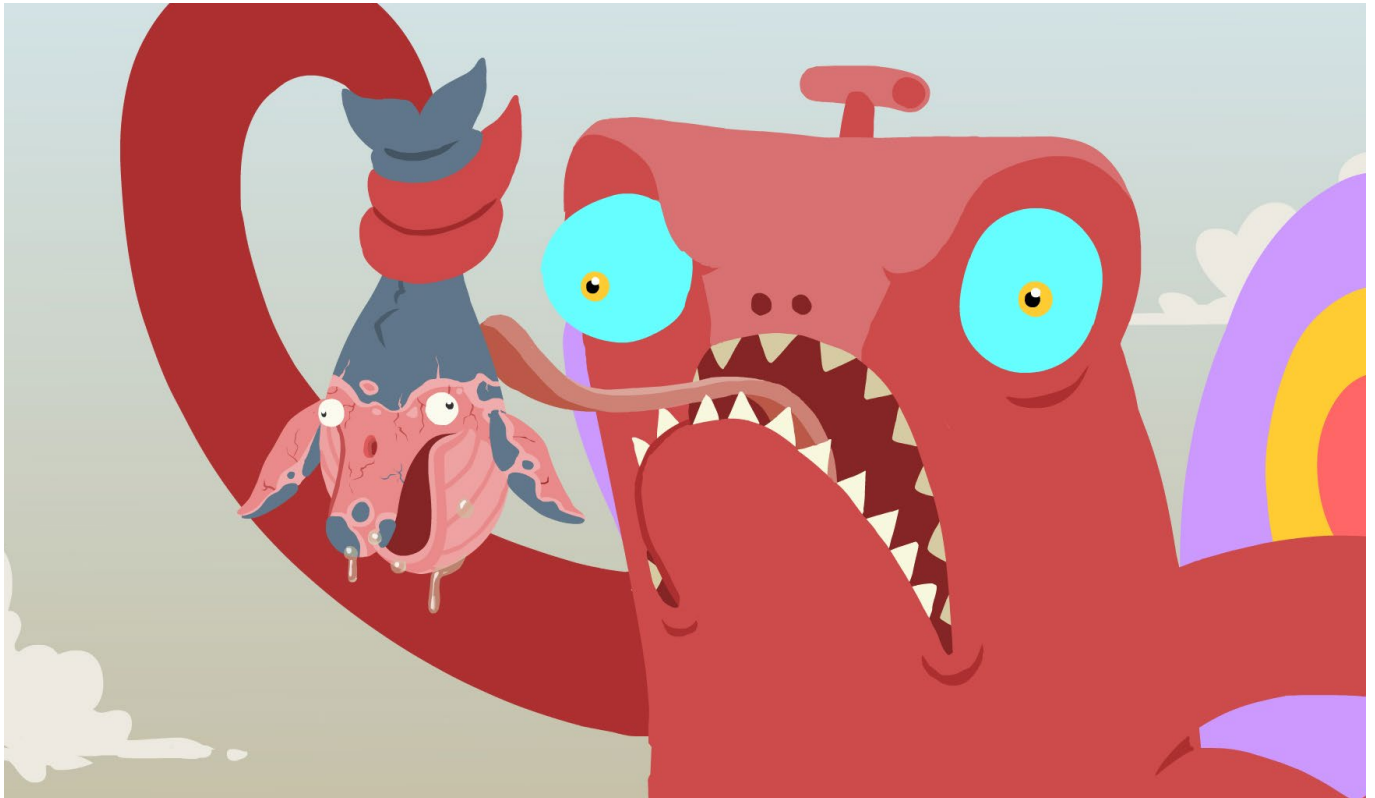


The main action of the film revolves around a family picnic with a mother, a father and a baby. Ask pupils to think of a time when they went on a picnic. This could be a family one or a school trip. If they have no personal experience of a picnic they may wish to think about a picnic they have seen on a TV programme or film, or what they know about picnics. Pupils should be asked to spend 1 minute talking to a shoulder partner about a picnic they have experienced or have seen. Some of these ideas should be shared with the class.

Pupils should then spend some time thinking about what they would expect to experience if they were to go on a picnic. This should include thinking about smells, sounds, tastes and what they might physically feel/touch. Pupils can use **Activity Sheet 1** to record these ideas. Responses can be written down or drawn in the spaces on the sheet.

*To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. **LIT 2-16a***

Activity 2 – Taking Notes



Before the pupils watch the film, it helps to have some questions that give focus while watching. The questions to ask pupils before watching the film might include:

- Who are the main characters?
- Where is it set?
- Is there anything that stood out or was not as expected? If so, why?
- What conflicts are there between the characters?
- Do any of these get resolved?

Pupils should create a mind map using three of the questions. They should use this to structure their notetaking while watching the film. The number of questions the pupils are focussing on could be increased or decreased to allow for differentiation.

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



Activity 2 – Considering Character

The four main characters have very different personalities. Use **Activity Sheet 2** for the pupils to record their thoughts on the characters and some of the key differences in their personalities. This can stimulate discussion with the following questions:

- Why are the characters so different?
- Who is the most important character?
- Why did the director include the Grumble Ton character?
- Which of the characters is your favourite and why?
- Is there a character that could be removed from the story? Why do you think this?

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 3 – Making Links to your Experiences



The baby Zilla is initially underappreciated by his father. Have a short discussion with the pupils about what showing appreciation or respect is, how we show it and why it's important to show you appreciate someone. Examples might include: cheering at a football match, clapping at the end of a show, giving a present, spending some time with someone, listening to others, writing a thank you card.

Pupils should write some of their ideas down on **Activity Sheet 3**. Pupils should pick three people they appreciate and three people who give them respect. For each person they should think of a way that respect/appreciation is shown.

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 2-05a



Activity 4 – Sharing the Respect

Pupils can use **Activity Sheet 3** to remind themselves what it means to show respect or appreciate someone.

Pupils should then be encouraged to do a Walk About/Talk About activity to share respect with others. They should visit the desks of other pupils and put a note (see **Activity Sheet 4**) filling out the pupil's name they are showing respect for and the reason they respect them. The rules should be laid out beforehand.

1. You can only put a note on an empty desk
2. The note/message must be kind
3. Once all pupils have a note on their desk second/third ones can then be handed out
4. They should ensure that each pupil has three notes on their desk

Once finished the pupils should sit back at their own desk. Pupils could be picked at random to read their favourite thing another pupil has said about them. The notes can be collated, and a display created to record kindness. More notes can be put somewhere in the class so pupils can be encouraged to continue sharing positive vibes for the next couple of weeks/term.

*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 2-05a***



Additional Resources

Extension Activities:

- Literacy - Write a letter of apology from the father to the baby
- Literacy - Create another character by replacing one of the existing characters
- Drama – In pairs set up a conversation between a reporter and one of the humans who survived the picnic



Activity Sheet 1 - Making Connections

<p>Taste</p>	<p>Smell</p>
<p>Feel</p>	<p>Hear</p>

Activity Sheet 2 - Considering Character


Character	Looks	Personality
<p data-bbox="197 353 363 392">Mom Zilla</p> 		
<p data-bbox="197 712 363 750">Dad Zilla</p> 		
<p data-bbox="197 1070 363 1108">Go Zilla</p> 		
<p data-bbox="172 1429 395 1467">Grumble Ton</p> 		

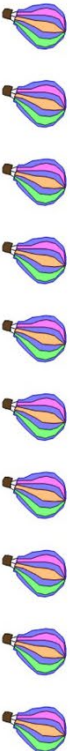


Activity Sheet 3 - Making Links to your Experiences

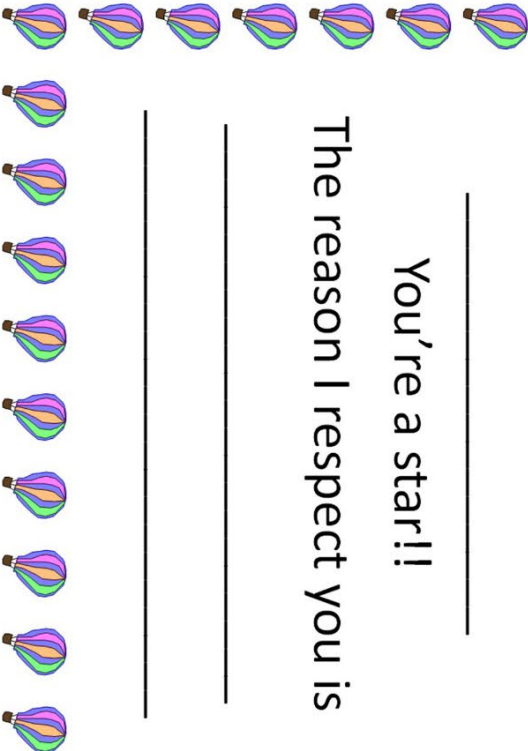
	How do you show appreciation?		
			Who do you appreciate? How do you show it?
			Who appreciates you? How do you know?


Activity Sheet 4 - Share the Respect






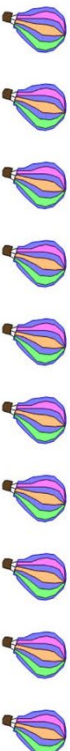
You're a star!!
The reason I respect you is



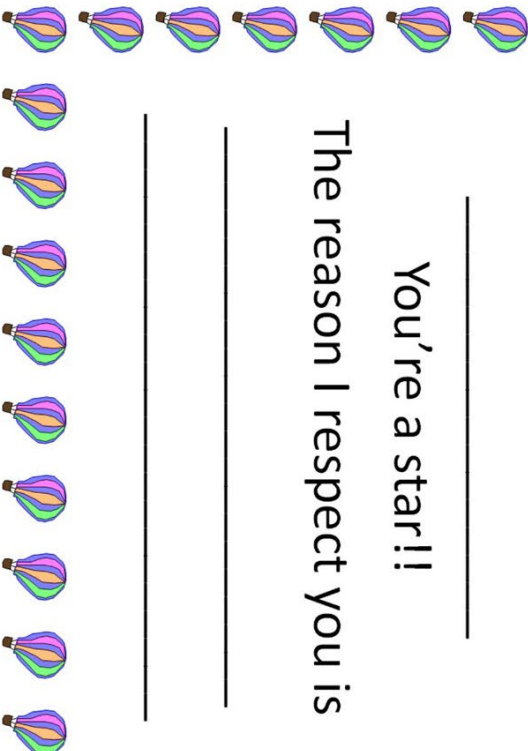



You're a star!!
The reason I respect you is






You're a star!!
The reason I respect you is





You're a star!!
The reason I respect you is





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