

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource: Zip & Zap And The Captain's Island (Zipi y Zape y la Isla del Capitán)

Level 2

Created by Lindsey Law

Discovery Film Festival: Sat 21 October - Sun 5 November 2017

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

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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)





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## Zip and Zap and the Captain's Island (Zipi y Zape y la Isla del Capitán)

Dir: Oskar Santos  
Spain 2016 / 1h45m  
Spanish with English subtitles

### Synopsis

It's Christmas and Zip and Zap are up to their worst mischief again: they've burnt down a whole toy store! This time their parents' patience has run out. This Christmas they won't be playing with their friends, much less opening gifts. They'll have to spend the holiday with their pestering parents. Zip and Zap are forced to travel with their parents to a remote island. And all because a publisher wants to publish the boring novel their father has written. But they're blown away by what they find there. Miss Pam, an extravagant and friendly young woman, opens the doors of her incredible mansion to them, a place populated by children with no parents and peculiar servants, where the only rule is that there are no rules. Zip and Zap think they've found paradise! But careful what you wish because the next day Zip and Zap's parents vanish without a trace. Were they really so sick of them that they abandoned them? Underneath the mansion, we find the truth: a sinister secret laboratory where Miss Pam carries out her mysterious plan and transforms Zip and Zap's parents into the last thing they would ever expect: children! The cocky boy named Macky and Flecky, a girl with her head in the clouds, as well as a very special girl named Pippi, will accompany Zip and Zap on the most exciting adventure of their lives: getting their parents back. If they only knew how close they were...



## **Curriculum for Excellence Subjects / Themes**

Literacy and English, Maths and Information Handling, Religious and Moral Education, Expressive Arts and Health and Wellbeing.

The main focus of this film directly tackles relationships between parents and children and the generational gap itself.

The film can be used to discuss personal values, society's values and the purpose and importance of rules and the role they play in a fairer society.

## **Underlying Themes**

The film explores parental roles and the responsibilities parents have in keeping their children safe. Parents voice concern over keeping Zip and Zap 'on the straight and narrow'. Pamela's parent questions responsibility in events. Perspectives change at the end of their adventure, for everyone.

## **Advisory Note**

There is a reference to 'having to pee', and an incident where this causes a slight problem, briefly, for one of the characters. Zip and Zap do not feel that behaving well is important to them if it gets in the way of what they want. This includes the use of a slingshot (or catapult) as required. Adults may find this uncomfortable. One of the characters, the nun, behaves badly at times too. Discussion around acceptable and appropriate behaviour may be discussed before and after the film. There are instances of name calling throughout the film, e.g. "lame brain".



## Before watching the film

### Activity 1

Firstly, watch the trailer at [www.youtube.com/watch?v=BxayeK871hk](http://www.youtube.com/watch?v=BxayeK871hk) which is the BFI London Film Festival clip. This has an English narration. Working either in groups or pairs, draw up a list of predictions based on what you have just seen. Who are the main characters and what do you think the film is about?

Now study the film poster. Does this offer any further clues? List these including any that you think still apply from the first trailer. The pupils should now have two lists of predictions.

Now watch the trailer at [www.youtube.com/watch?v=ljr0871vzfU](http://www.youtube.com/watch?v=ljr0871vzfU) which is the New York International Children's Film Festival clip. It is in Spanish with English subtitles. Draw up a further list of predictions based on the trailer shown. There should now be three lists of predictions. Some may arise from looking at each. These can be written on 'Post Its' if wished and moved around as required or on a chart (**Appendix 1**).

It is possible to show these as a series of lists or as a large Venn diagram which could be labelled accordingly (**Appendix 2**).

The predictions should be kept and used as a basis for discussion after seeing the film.

*I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains. MNU 1-20a*

*I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria. MNU 1-20b*

*Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading. MNU 2-20a*

*Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. MTH 1-21a*

*I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. MTH 2-21a / MTH 3-21a*

*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*

*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 select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06a*

*I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2-10a / LIT 3-10a*



Poster



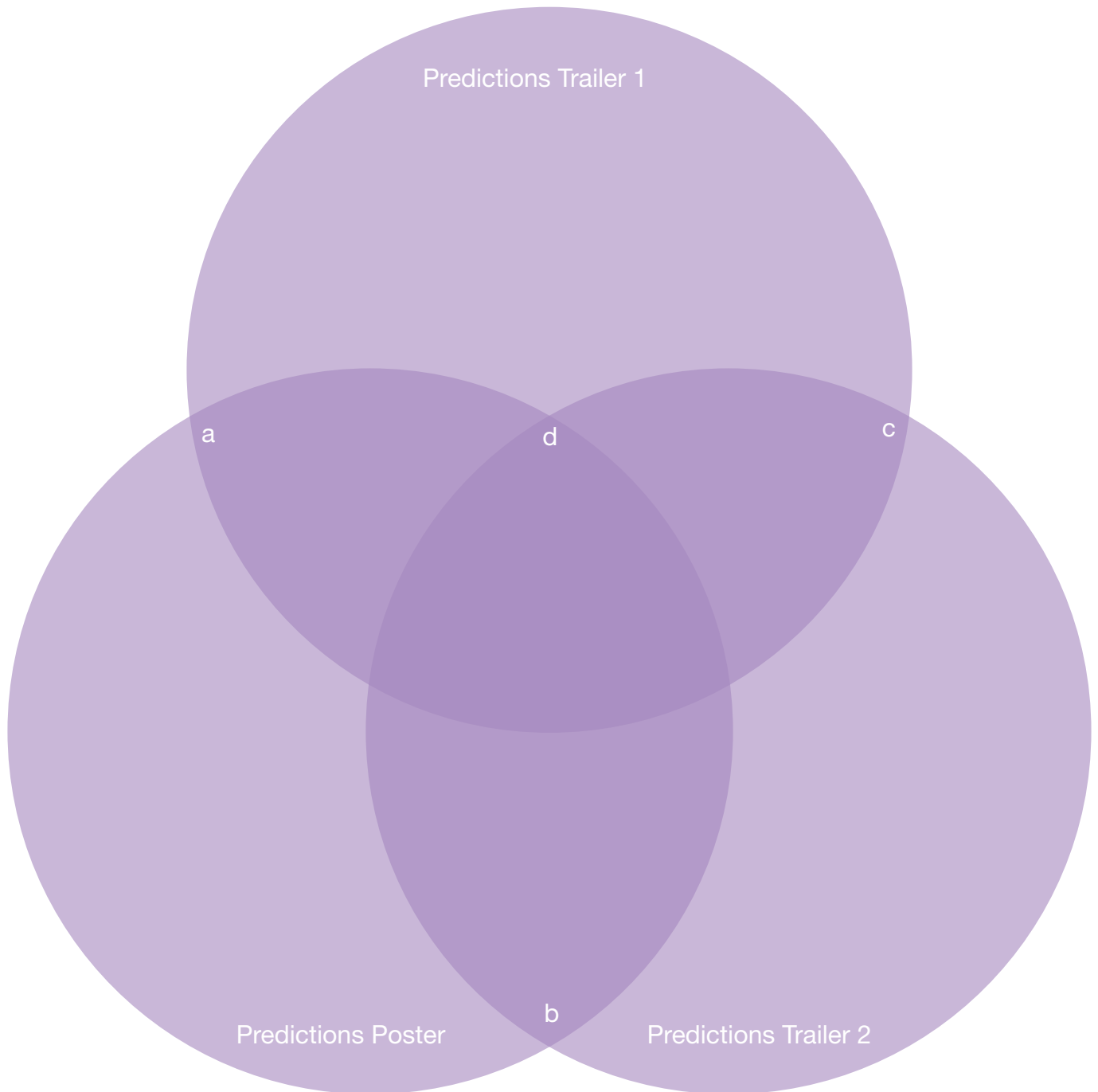


## Appendix 1

Trailer 1	Predictions	Evidence
Poster	Predictions	Evidence
Trailer 2	Predictions	Evidence



## Appendix 2



- a. Predictions which are the same as Trailer 1 and Poster
- b. Predictions which are the same as Poster and Trailer 2
- c. Predictions which are the same as Trailer 2 and Trailer 1
- d. Predictions which are the same as Trailer 1, Poster and Trailer 2





## After watching the film

### Activity 1 - Discussion Points

What did Zip and Zap do which led to their having to go with their parents to the island?

Why does Zip and Zap's father think he is going to the island?

Do Zip and Zap enjoy playing with the other children where there are no rules? Miss Pam said that children are always children. There are no rules, no limits, no parents. "*Never forget- this island is mine.*" She tells everyone. Do you think that everyone can do exactly what they want?

What discovery made Zip and Zap realise that their parents had not abandoned them as Miss Pam had said?

How does the director show that we are looking into the past and seeing what had happened before Miss Pam grew up? Is this an effective way of telling a story through images?

What did Zip and Zap, Flecky and Macky decide to do when they found out the truth about Zip and Zap's missing parents?

What did the elevator change into which allowed the four children to escape?

Who is the Captain mentioned in Captain's Island? Is he who you imagined it would be?

*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 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***

*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***

*To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are. **LIT 2-18a***

*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 / HWB 2-04a / HWB 3-04a / HWB 4-04a***

*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 / HWB 2-05a / HWB 3-05a / HWB 4-05a***









## Activity 4

There are a number of different characters in this story. Arrange them according to whether they helped Zip and Zap and their friends or not. Say why you think this was the case. Consider, too, that some characters may change during the film. This can be done as a class, group or paired activity. If completed in groups or pairs then the conclusions should be shared and discussed as a class ensuring that all agree with final decisions.

Character	Helped	Did not help	Why?
Miss Pam			
Pippi			
Sister Enriqueta, children's caretaker			
Jaime the Butler			
Saloman the gardener			
Detective Holgado the gorilla			

*I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. **RME 2-02b***

*I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others. **RME 2-09c***

*I am developing my understanding of how my own and other people's beliefs and values affect their actions. **RME 2-09d***

*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 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***

*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 / HWB 2-04a / HWB 3-04a / HWB 4-04a**

*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 / HWB 2-05a / HWB 3-05a / HWB 4-05a**

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## Activity 5



In the film there is a scene showing a painting in Miss Pam's mansion. It includes Captain Nemo, Dr Jekyll and Mr Hyde, Peter Pan, Allan Quatermain, Sherlock Holmes, The Invisible Man and Captain Hook. Divide the class into groups and select a character. Using library sources and Internet searches gather as much information on each of these characters and the books in which they appear. Find out the names of the authors and the year in which they were written. Present this information to the rest of the class. Vote on each of the characters, selecting your favourite.



## Activity 6

Using the information gained from Activity 5, and from the descriptions given, match the text with the image from the film.

Image A



Image B



Image C







Activity 6 (continued)

Image G




Image H



Image I





## Activity 6 (continued)

Match the following statements which most closely fit the still images from the film.

- 1) In Jules Verne's *20,000 Leagues Under The Sea* Captain Nemo allows survivors of a shipwreck to come aboard his submarine.
- 2) In Jules Verne's *Journey to The Centre of The Earth* Professor Lidenbrock translates the writings of Arne Saknussemm. It gives him directions to travel to the centre of the Earth.
- 3) In H.G.Wells novel *The Time Machine* the main character, The Narrator, had created a machine which he could use to travel through time and come back and tell his friends what he had seen and done.
- 4) In Jules Verne's *The Mysterious Island* it is a storm which causes the characters to seek shelter.
- 5) In J.M.Barrie's *Peter Pan*, the eponymous hero of the story arrives through an upstairs window. In the film *Hook*, based on the same character, Peter Pan stands framed in a large window with his elbows akimbo.
- 6) In Jules Verne's *20,000 Leagues Under The Sea* there is a scene where Captain Nemo's submarine is involved with a fight with a giant squid.
- 7) In the film *Hook*, J.M.Barrie's Peter Pan sits at the head of a table with the Lost Boys sitting down either side.
- 8) In Jules Verne's *The Mysterious Island* a group of people arrive on an island including an engineer called Captain Cyrus Smith who uses his vast knowledge and skills to turn the island into a new home.
- 9) In J.M.Barrie's *Peter Pan*, both Peter Pan and the Lost Boys are involved with skirmishes and raids with Princess Tiger Lily and a tribe of what later became known as Indians. Later they work together to defeat Captain Hook.

*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*

*As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. LIT 2-05a*

*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*

*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

*I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2-10a / LIT 3-10a*



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## Additional information



The film is a useful introduction to a variety of classical genres explored by H.G.Wells, Jules Verne, J.M.Barrie and Arthur Conan Doyle. Of these there are more references in visual and language form to Peter Pan and the Lost Boys, though in this film it is the ‘Lost Children’. Films have been made of books by the aforementioned authors and are worth a look. There are clips of these on YouTube. Be aware that some may be less suitable for younger children.



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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](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)