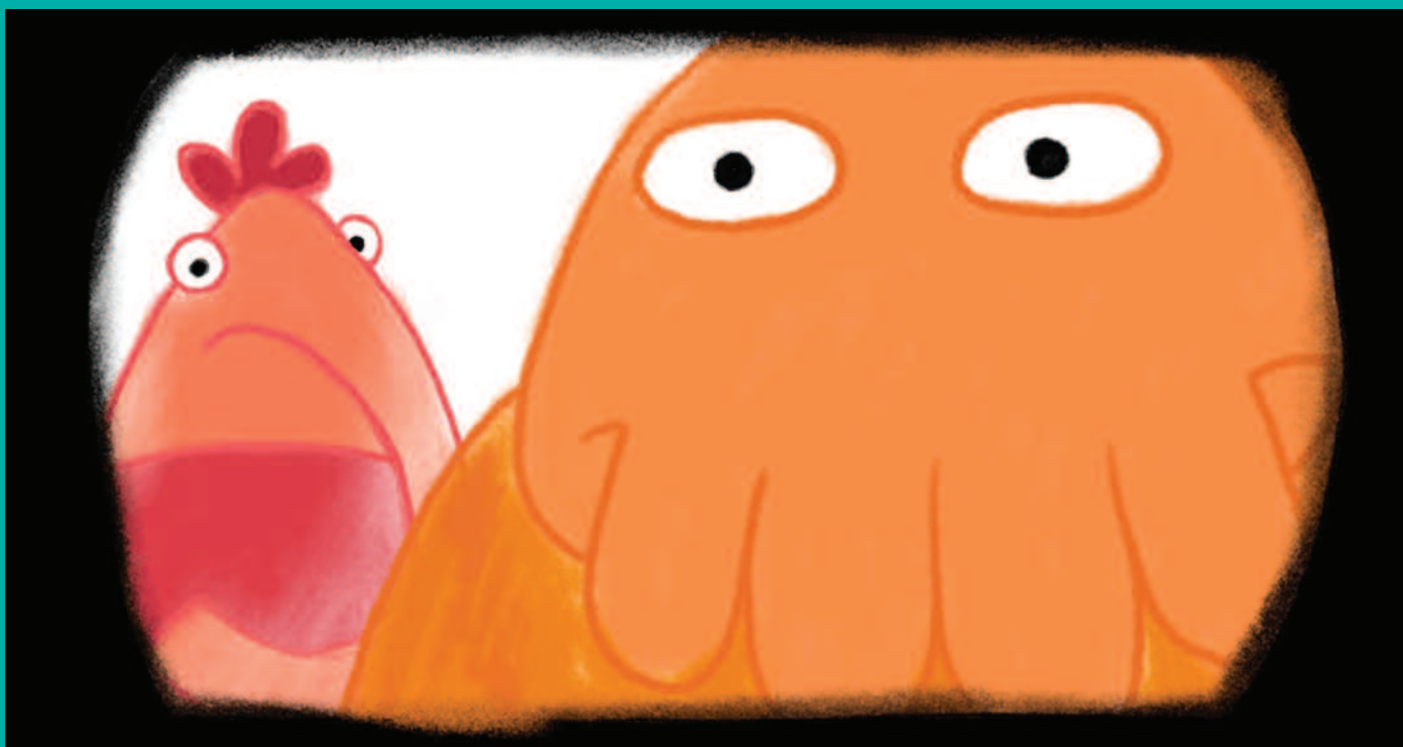


# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



Teachers' Resource:

## Shorts For Middle Ones – Hello Stranger

First and Second Levels | Created by Lindsey Law

**Discovery Film Festival: Sat 22 October – Sun 6 November 2022**

**DCA**

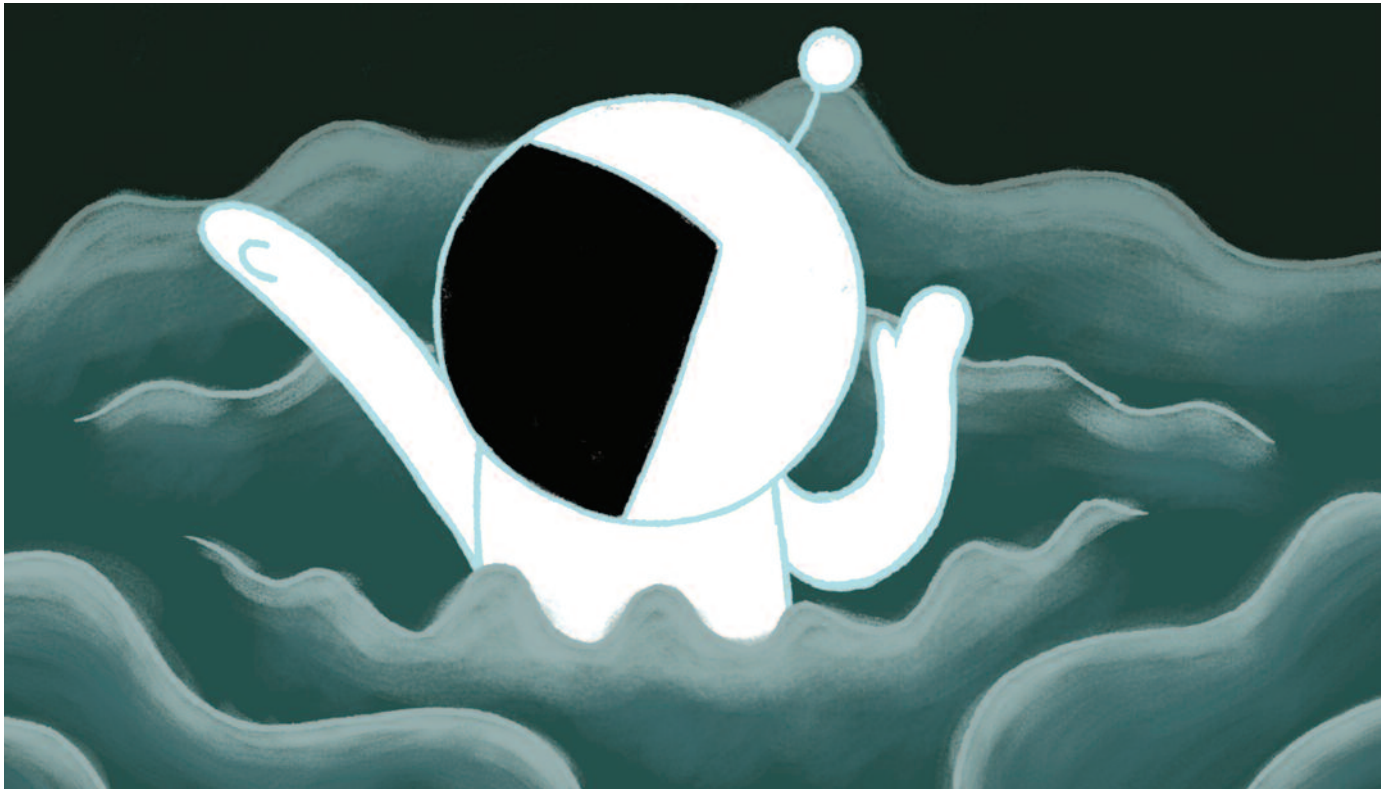
Dundee Contemporary Arts



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

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With support from the 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 21<sup>st</sup> Century Literacy/moving image texts

Each resource is free and available to download from:  
<http://www.discoveryfilmfestival.org.uk/resources>:

### ***Hello Stranger***

Dir: Julia Ocker

Germany 2021 / 6m13s

No dialogue

# Hello Stranger

## Synopsis:

An astronaut lands on an unknown planet. Everything is foreign.

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## Curriculum for Excellence subjects themes:

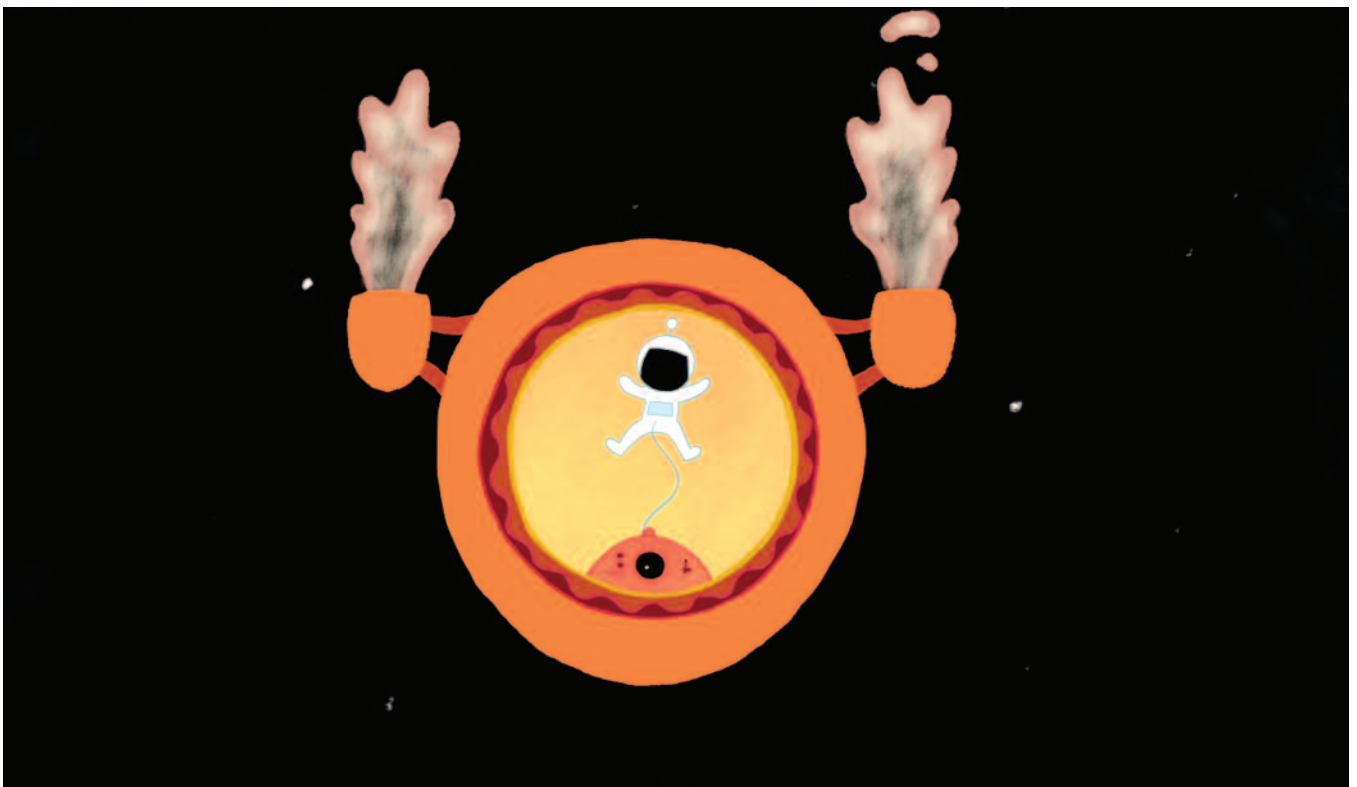
Literacy & English, Expressive Arts and Health & Wellbeing.

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## Before the film

Compile a list of films which show the reverse of an astronaut lost on an alien planet, i.e. an alien lost on Earth, examples include *ET*, *The Flight Of The Navigator*, *Close Encounters Of The Third Kind*, *Muppets From Space*, *Monsters Inc.* and *Monsters Vs Aliens*. Mankind's fascination with Space and Space travel date back to 1902 with a film *A Trip to the Moon*, *A Voyage Dans La Lune* based on books by Jules Verne *De a Terre De la Lune* and H.G. Wells' *First Men On The Moon*. These demonstrate how little we knew then about the Moon and what it looked like.

Choose a film and list the everyday activities and objects in daily use which might cause confusion and anxiety to an alien visiting Earth, e.g. in *Monsters Vs Aliens* an alien is puzzled but delighted by a bowl of jelly.





## After the film

### Discussion points:

- 1 The astronaut is piloting the spacecraft through the darkness of space.
- 2 What happens to the window of the spacecraft?
- 3 How does the astronaut respond?
- 4 What is the astronaut trying to do? Is this successful?
- 5 How does the astronaut feel after the crash landing?
- 6 The astronaut is approached and carried by two large alien creatures to their dwelling or camp.
- 7 What do the large alien creatures eat? Do they share it with the astronaut?
- 8 What do you think the alien creatures do next to the astronaut?
- 9 How does the astronaut feel about this? What does the astronaut do then?
- 10 Has the astronaut escaped to safety? Why not?
- 11 Who rescues the astronaut?
- 12 What is the astronaut's experience likened to on our planet?

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

*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 help me develop an informed view, I am learning to recognise the difference between fact and opinion. LIT 1-08a*

*To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. LIT 2-08a*



### Discussion points:

Describe how colour is used to show safe and unsafe settings for the astronaut. Describe, too, how colour indicates friendly and potentially unfriendly characters in the film. Colour and flashing images are used to heighten tension and to indicate the astronaut struggling to maintain control of the spacecraft.

Make a list of these colours and images and how they can be replicated in the classroom.

### Use of Sound:

As there is no dialogue, the soundtrack supports the story through a variety of sounds and tones. Describe the soothing and comforting noises throughout the film and contrast these with the jarring and alarming sounds heard. Each conveys emotion and supports the story action.

Make a list of these sounds and how they can be replicated in the classroom.

### Camera Angles:

A variety of camera angles are used to convey the story. Some are from above the character. Some are close-ups of a specific character. This gives each character a different perspective. Bear this in mind when creating your own story or collage.

*I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources<sup>3</sup> as required. LIT 1-10a*

*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*

## Story Sequence Cards:

Cut out the cards below and arrange them in the sequence of the story. Use the placement of the cards as a further opportunity for discussion.

Astronaut being cradled by alien.	Alien creature with many eyes growling and barking in the dark forest.
Astronaut enjoying a bath.	The many eyed barking alien creature seems to be a family pet.
The astronaut looking dazed and confused after the crash.	Parents making sounds and cooing into a cot.
Astronaut running off to the forest.	The astronaut's umbilical cord being snapped.
A big green sponge is used on the astronaut.	Traffic lights seem to flash by.
Baby burping and giggling.	The astronaut trying to save the spacecraft.
The aliens are eating a green item of food.	Alarms going off and switches flashing.
Astronaut looking out of the spacecraft window and watching shooting stars flash by.	The spacecraft window cracking then breaking.
Rustling of bushes reveals a multi eyed ferocious alien looking creature.	Astronaut is breathing heavily and very anxious.

*As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. LIT 1-04a*

*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 a logical sequence and use words which will be interesting and/or useful for others. LIT 1-06a*

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

## Recreate the story through dance:

Using the story sequenced cards as a guide, create a series of dance moves to re-tell the story from the perspective of the astronaut initially and then from the alien perspective. Learners should collaborate on the creation of sound effects using a number of sources including musical instruments, computers and assorted classroom 'finds'. Refer to the Use of Image list and Use of Sound list as a guide.

*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 can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.*

**EXA 0-11a / EXA 1-11a / EXA 2-11a / EXA 3-11a**

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

*I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics.* **EXA 2-17a**

*Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.*

**EXA 0-18a / EXA 1-18a / EXA 2-18a**



## Create your own alien world through collage:

The sequence cards could be used to create a series of 'still' images using collage techniques. The principal alien characters can be devised using materials to hand.

Astronaut images can be sourced from [www.freepik.com](http://www.freepik.com)

*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 the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a*

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

*I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. EXA 2-06a*



## 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)