

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource: Sloth

Early and First Level / Years 1 - 4 / Ages 4 - 8

Curricular Themes: Literacy, Expressive Arts and Health & Wellbeing

Created by Sonia Swankie

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

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

**DCA**

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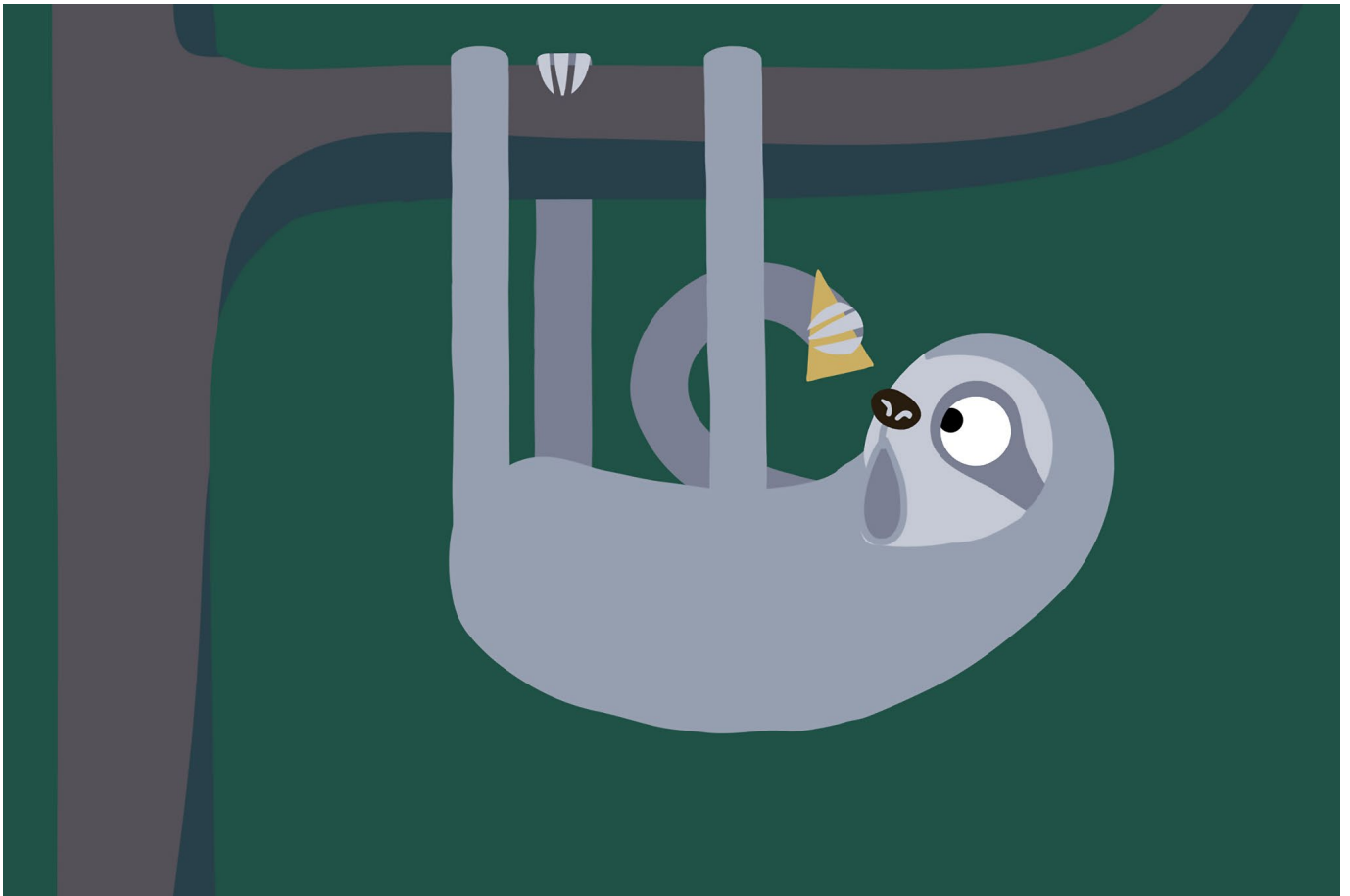
**DUNDEE**  
ONE CITY, MANY DISCOVERIES

   
CREATIVE LAND

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## Introduction

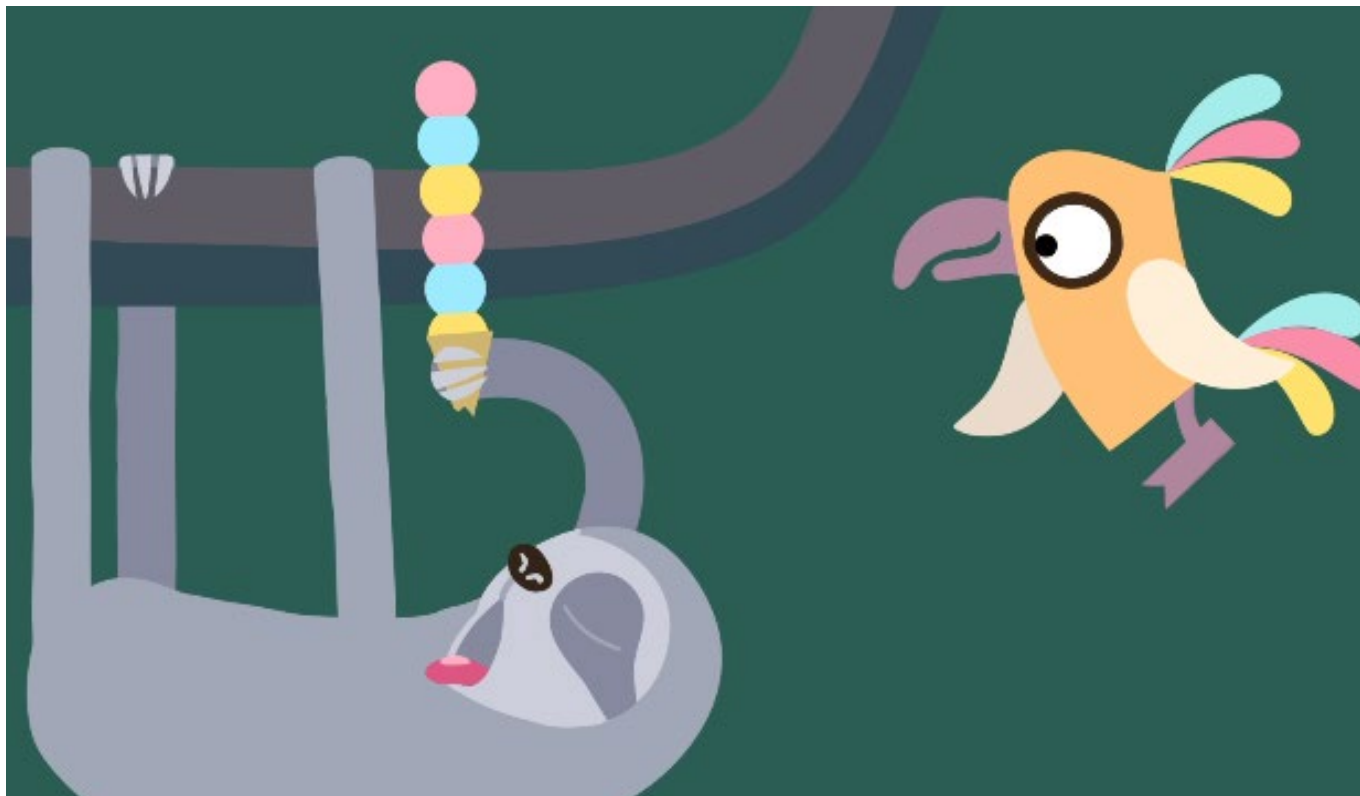
Discovery Learning Resources give you exciting classroom activities to enhance Curriculum for Excellence delivery.

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)



## Sloth

Dir: Julia Ocker  
Germany 2018 / 3m37s  
Dialogue free

### Synopsis

The sloth wants to buy ice cream, but unfortunately he is way too slow...

### Underlying themes

Taking your time (or not), making changes, learning new ways.

### Director

Julia Ocker is an animation director, designer and writer based in Stuttgart. She was born in 1982 in Pforzheim, Germany and grew up in the Black Forrest. From 2003 to 2005 she studied Graphic Design in Pforzheim and Cairo. From 2006 to 2012 she studied Animation at Filmakademie Baden-Württemberg. Her films cover a wide range of subjects, from her dark and frightening drama *Kellerkind* to the ingeniously funny *Zebra*. In 2017 Julia made a whole series of beautifully simple animal films called *Animanimals*.



## Watch

Outwith the festival dates, *Sloth* is available to watch via Amazon Prime Video, as part of Julia Ocker's *Animanimals* series of short films. These include several previous Discovery Film Festival favourites, including *Zebra*, *Crocodile*, *Lion* and *Penguin*.

## Level

The resources in this pack are aimed at First Level of CfE. The activities focus on note taking, creating non-fiction text, sequencing, feelings and art. They involve listening & talking, writing, health & wellbeing and expressive arts.

*When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a*

*As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts. LIT 1-05a*

*I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. LITit 1-25a*

*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*

*I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 1-01a*

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



## Before watching the film

### Prediction

Tell the class that the film is called *Sloth* and look at the main character at:

<https://www.animals.com/animals/faultier>

Discuss:

- What is a Sloth?
- What inferences can be made about the main character from the film title and the character clip?
- What do you think the film might be about?
- What do you think is going to happen?

*When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a*

### Note Taking/Create a Factfile

Go to the National Geographic Kids site about sloths at:

<https://kids.nationalgeographic.com/animals/mammals/sloth/>

Watch the video clip. Give pupils a copy of **Appendix 1** to take notes. Go through the information on the page, allowing them time to complete their notes.

Once complete, they should create their own fact file about sloths. There is a template for this in **Appendix 2** or they can create their own.

*As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts. LIT 1-05a*

*I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. LIT 1-25a*



## Memory Game

Either on the Interactive Whiteboard as a class, or on devices individually, play the pairs game at <https://www.animals.com/animemo> which includes some of the characters from the *Animals* series by Julia Ocker.

## Sound On, Vision Off

Play the film but have the screen turned off so pupils can hear the film but cannot see what is happening. As they listen, they can write or draw everything they think they can hear. Discuss what they think they heard. What do they think is happening?

*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*



## After watching the film

### Activity 1: Sequencing

Print the images in **Appendix 3** for each pupil. They should sequence the images and discuss with a partner what is happening in each one. Pupils then glue each image into their jotter, or onto the template in **Appendix 4**, and write a sentence underneath to explain what is happening in the image.

Younger children could match the sentences to the images using the sentences in **Appendix 5**. The sentences in **Appendix 6** can be cut into words for younger children to rearrange and form the sentence.

*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***

*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***



## Activity 2: Visual Detectives - Feelings

Watch the film again and this time be visual detectives! Look for clues that tell us the bird is getting angry. Discuss as a class. What clues are there that the bird actually likes the sloth? (It keeps giving the sloth more ice cream, it creates a solution so that the sloth can enjoy it's ice cream).

Have they ever felt impatient when someone took too long to do something? Has anyone ever been angry with them when they have taken too long to do something? They can discuss with a partner and then share their experiences with the class. This could be completed in a circle time. They could draw a picture of a time when they were angry with someone or when someone was angry with them and write a short paragraph explaining the situation and their feelings.

*I am aware of and able to express my feelings and am developing the ability to talk about them.*

**HWB 1-01a**

*When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a*



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### Activity 3: Create a Hanging Sloth

Use the cut outs in **Appendix 7** to cut out a template for pupils to assemble their own sloth. You could have them in groups of 4-8 with each group sharing one pre-prepared template.



Print the template in **Appendix 7** onto white card for pupils to assemble their own sloth.

For younger children, this may be easier if the template is enlarged to A3.

Complete each eye and the mouth using a black pen. Each child will require a template, glue, scissors and black pen.

Take the children outside to find a twig for their sloth to hang from. This can be inserted through the legs of the sloth.

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



# Additional Resources

## Appendix 1

### Sloths

Learning Intention: to take notes

Animal type: \_\_\_\_\_

Diet: \_\_\_\_\_

Size: \_\_\_\_\_ Weight: \_\_\_\_\_

They sleep for: \_\_\_\_\_

Live in: \_\_\_\_\_

Appearance: \_\_\_\_\_

On their fur they have: \_\_\_\_\_

Species 1: \_\_\_\_\_

Species 2: \_\_\_\_\_

How they avoid predators: \_\_\_\_\_

Fun Fact: \_\_\_\_\_

Draw one:



## Appendix 2

# SLOTHS

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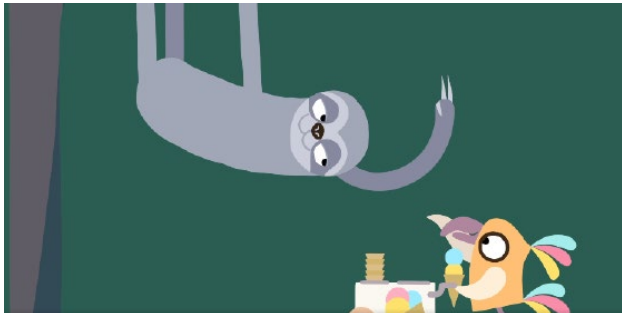
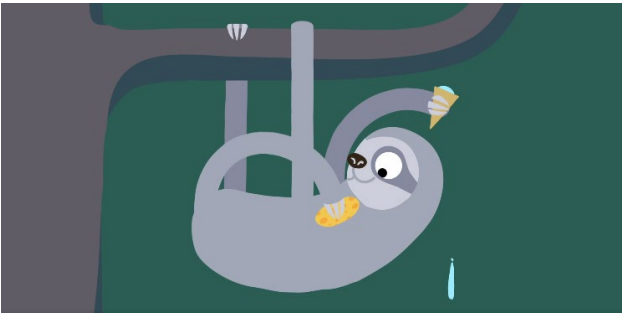
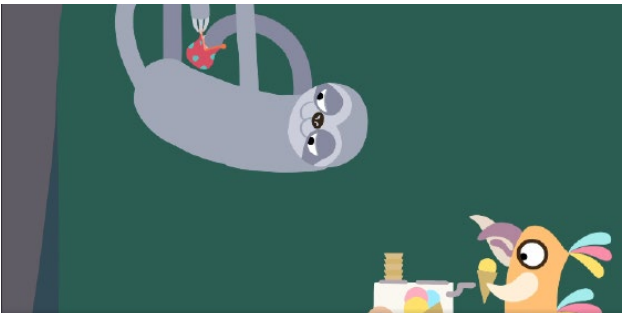
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Appendix 3





## Appendix 4

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**The bird comes with ice cream.**

**The sloth buys an ice cream.**

**The ice cream melts on the sloth.**

**The sloth buys another ice cream.**

**The sloth falls asleep.**

**The bird gets angry.**

**The bird has an idea.**

**The sloth gets to eat its ice cream.**

Appendix 6

<b>The</b>	<b>bird</b>	<b>comes</b>	<b>with</b>	<b>ice</b>	<b>cream.</b>		
<b>The</b>	<b>sloth</b>	<b>buys</b>	<b>an</b>	<b>ice</b>	<b>cream.</b>		
<b>The</b>	<b>ice</b>	<b>cream</b>	<b>melts</b>	<b>on</b>	<b>the</b>	<b>sloth.</b>	
<b>The</b>	<b>sloth</b>	<b>buys</b>	<b>another</b>	<b>ice</b>	<b>cream.</b>		
<b>The</b>	<b>sloth</b>	<b>falls</b>	<b>asleep.</b>				
<b>The</b>	<b>bird</b>	<b>gets</b>	<b>angry.</b>				
<b>The</b>	<b>bird</b>	<b>has</b>	<b>an</b>	<b>idea.</b>			
<b>The</b>	<b>sloth</b>	<b>gets</b>	<b>to</b>	<b>eat</b>	<b>its</b>	<b>ice</b>	<b>cream.</b>



Appendix 7







## Film Information

### Production Team:

Director: Julia Ocker  
Screenplay: Julia Ocker  
Animation: Urte Zintler, Ina Gabriel  
Editor: Benjamin Manns  
Music: Christian Heck  
Production: Studio FILM BILDER

### AWARDS FOR SLOTH:

Best National Kids Series, Stuttgart Animation Festival, 2018  
Best Children's Film, Bamberger Kurzfilmtage, Germany, 2019  
Knax Children's Film Award, Bayreuther Filmfest, Germany, 2019  
Audience Award, Monstronale, Halle (Saale), Germany, 2019  
Audience Award for the Best Short Animated Film, Zlin, Czech Republic, 2019  
Kids' Award, International Festival Fest Anca, Slovakia, 2019  
Award of the Young Audience (3-6), Festival Silhouette, Paris, France, 2019

### AWARDS FOR 'ANIMANIMALS':

Emmy Kids Award nomination, preschool category, Los Angeles, USA, 2019  
Best TV Series, World Festival of Animated Film, Varna, Bulgaria, 2019  
Grimme-Award, section children and youth, Marl, Germany, 2019



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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)