

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



Teachers' Resource Pack:

## **Shorts for Middle Ones – The Girl with the Occupied Eyes**

First Level | Created by Matthew Pound

**Discovery Film Festival: Sun 25 October – Sun 2 November 2025**

## **DCA**

Dundee Contemporary Arts

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ONE CITY, MANY DISCOVERIES



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[dca.org.uk/discovery-film-festival](https://dca.org.uk/discovery-film-festival)

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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:

<https://www.dca.org.uk/discovery-film-festival-resources>

### *The Girl with the Occupied Eyes*

Dir: André Carrilho

Portugal, 2024 / 8 mins

Dialogue Free



# The Girl With The Occupied Eyes

## Synopsis:

A girl wanders through the city, countryside, beach, always clutching a phone from which she never takes her eyes off. Along the way, she comes across a group of characters that include a bear, dolphins, pirates, an alien. Everyone tries to captivate her and draw her attention, but she is indifferent to everything around her. After a series of adventures that include a brief space trip, the girl lands in a circus and climbs up a roller coaster. What no one expected was that, during the dizzying journey, the phone would slip out of her hands, only to fall apart on the ground.

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## Advisory note:

No bad language or upsetting content.

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## Teacher's notes:

Age and stage recommendations, including CfE objectives:

This film is appropriate for ages 7 and up and recommended for P2-P4 pupils. This pack is aimed at First Level.

The following Experiences and Outcomes can be covered:

Expressive Arts: **EXA 1-03a**, **EXA 1-05a**, **EXA 1-07a**

English and Literacy: **LIT 1-04a**, **LIT 1-07a**, **LIT 1-26a**, **ENG 1-31a**

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## Teacher quote:

This is a beautiful and poignant film with a very current message for today's phone obsessed youth. The visual style, and the various wonders the girl misses along the way, show how children could lose their imagination if they become too occupied.

I think this film will be excellent for opening discussions around the wonders there are in life, away from mobile phones, giving pupils perspective on the fun they can have even without technology.



## Before watching the film:

### Activity 1: **Poster Analysis (Literacy)**

Before watching the film, ask the pupils to look at the poster for the film **Appendix 1**, and deduce what the film will be about based on the poster.

Use the following questions to lead discussion:

- 1 What do you think the film will be about?
  - 2 What do you think is occupying the girl's eyes?
  - 3 What do you think of the style and colours around the girl?
  - 4 Who or what else do you think will feature in the film?
  - 5 How do you think the poster was designed? What style of art and techniques do you think were used?
  - 6 What do you think would happen to the girl if she no longer had her phone?
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### Activity 2: **POV on the Moon (Expressive Arts)**

Now that you have seen the movie, you will have noticed just how many wonderful things she missed during her journey. Can you picture what it must look like going through all that from her perspective?

Draw what the scene on the moon looks like from her perspective. See **Appendix 2** and **Appendix 3** for inspiration.

Things to consider:

- What colours does the director use?
- She has just left Earth and sitting on her phone facing towards it. What might she see if she looked up?
- What is she looking at on her phone? Fill it with something interesting or perhaps leave it blank for the viewer to guess?
- This is a world with lots of colourful characters, come up with your own characters that you might see in space.



### Activity 3: **Words to the Page (Literacy)**

The short film is inspired by a book of the same name written by the director. The book is written in Portuguese and tells the story of the girl through words while the movie does so without.

Come up with your own words for 3 of the pages of the book. See **Appendix 4** for the pages from the book.

**Extension Task** – Can you translate what the book pages actually say?

You can find the original words and translations in the **More Information** section.

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### Activity 4: **Colour by Feeling (Expressive Arts)**

The short film uses a watercolour painting style to great effect, emphasising the beautiful colours. Colour is often used in art to depict emotion and warmth. Warmer colours like orange and yellow or bright colours often represent happiness and joy, whereas colder colours like blues and purples often represent things like sadness or loss.

Why do you think the director decided to use such brilliant bright colours for all the things the girl misses in the story?

Make your own beautiful watercolour painting. Start by sketching out all the things in life that make you happy and think about what colours they would be. Paint over your sketches in watercolour. Using the style of the director as inspiration make the colours of your work extra bright and saturated.

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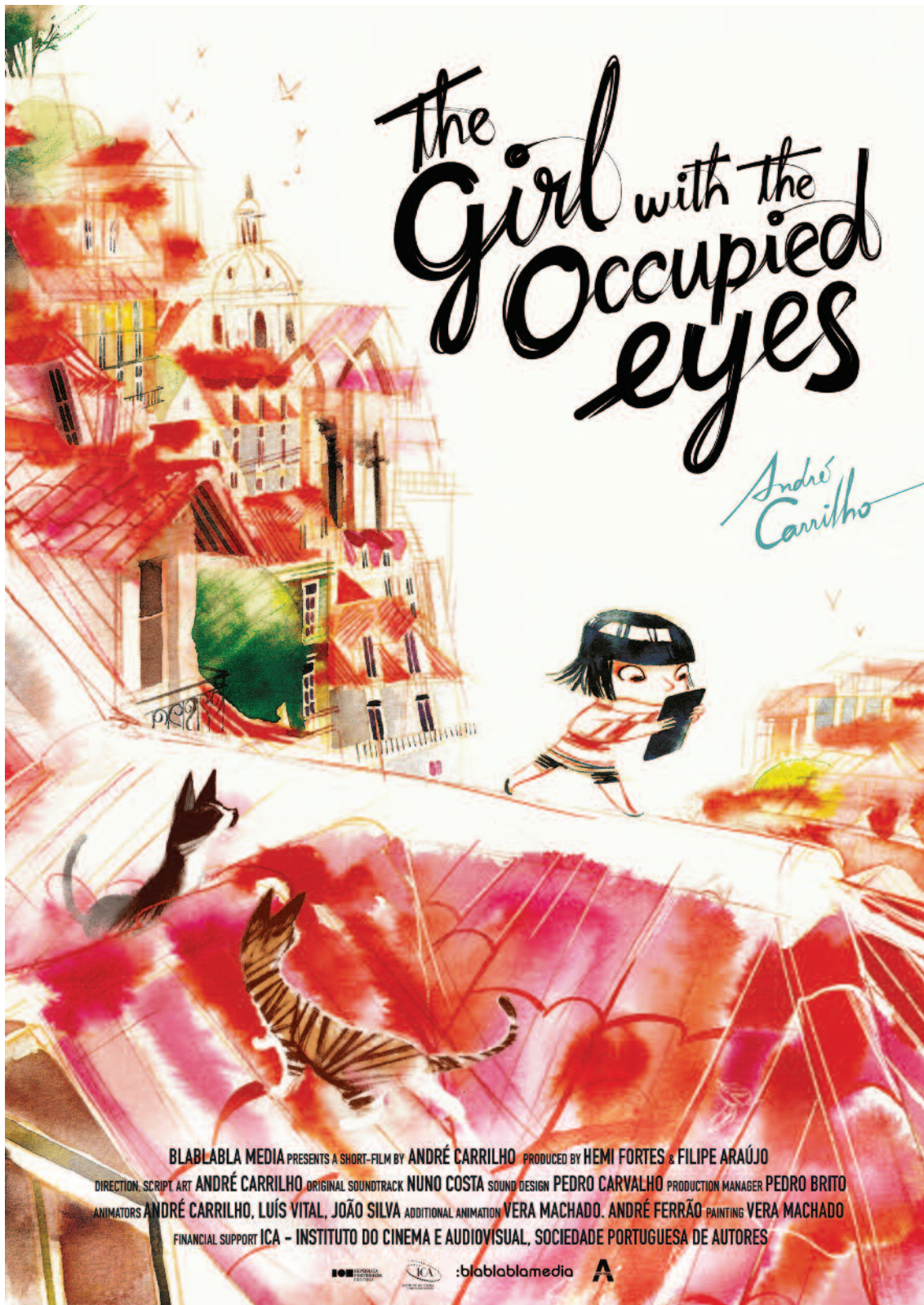
### Activity 5: **Breaking down the meaning (Film Literacy)**

The film sees our protagonist immediately become occupied with her phone and then proceed through various magical events without ever looking up. Sometimes the magical event briefly seems to stir her out of her trance, and she begins to feel wonder before the phone buzzes and she is yet again under its spell. Considering these facts explore the questions below:

- 1 What technique or action does the phone use to get the girl's attention again?
- 2 What parallel does this have to real life?
- 3 Do you think the girl is really being interrupted by aliens and bears or do they represent something else?
- 4 What do they represent?
- 5 The film constantly shows colours flowing in and out of the scene, why do you think it is doing this?

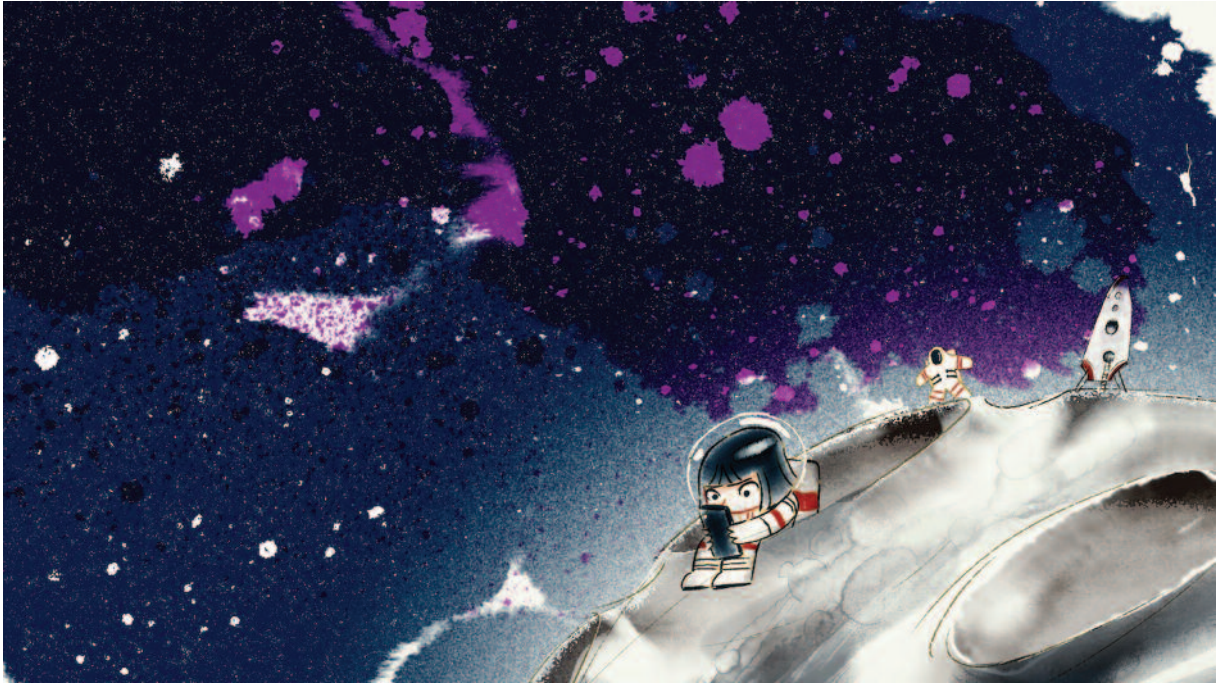


Appendix 1: Film Poster





Appendix 2

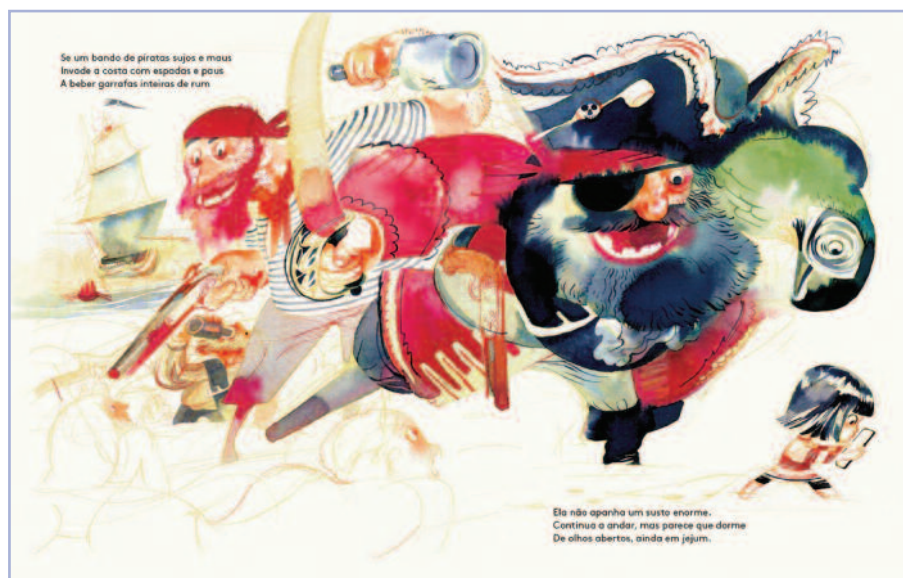


Appendix 3





## Appendix 4







## More Information: Translations for Task 3

### Portuguese:

*Nunca presta atenção a nada  
E não gosta de ser incomodada, Nem  
repara nos cãesinhos sem trela Que a  
seguem em bando pela calçada.*

### English:

She never pays attention to anything  
And doesn't like to be disturbed,  
Doesn't even notice the unleashed puppies  
That follow her in a pack down the sidewalk.

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### Portuguese:

*Mesmo que chova ou caia neve  
Ou fique doente  
Na cama com febre,  
A menina só vê  
O que está à sua frente  
Como se não estivesse  
presente.*

### English:

Even if it rains or snows  
Or she gets sick  
In bed with a fever,  
The girl only sees  
What is right in front of her  
As if she weren't really present.

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### Portuguese:

*Se um bando de piratas sujos e maus  
Invade a costa com espadas e paus  
A beber garrafas inteiras de rum  
Ela não apanha um susto enorme.  
Continua a andar, mas parece que  
dorme De olhos abertos, ainda em  
jejum.*

### English:

If a gang of dirty, nasty pirates  
Invades the coast with swords and clubs  
Drinking whole bottles of rum  
She doesn't get a huge fright.  
She keeps walking, but seems to be sleeping  
Eyes wide open, still fasting.



## 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 [amaya.marco@dca.org.uk](mailto:amaya.marco@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 [amaya.marco@dca.org.uk](mailto:amaya.marco@dca.org.uk)