

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences

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Teachers' Resource Pack: Shorts for Middle Ones **Fire In My Pocket (Lángbogár a zsebemben)**

First and Second Level | Created by Sonia MacEwan

Discovery Film Festival | Mon 2 – Wed 18 November 2026

DCA

Dundee Contemporary Arts

DUNDEE
ONE CITY, MANY DISCOVERIES

CREATIVE
LAND
SCOT
ALBA | CHRUTHACHAIL

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dca.org.uk/discovery-film-festival

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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:

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

Fire In My Pocket (Lángbogár a zsebemben)

Dir: Janka Feiner

Hungary 2026 / 10m



Fire In My Pocket

Synopsis:

A little boy, bored with building a bed, longs for something more exciting. One day, a mischievous fire creature appears, luring him away from his chores, and despite his father's repeated attempts to maintain order, the boy follows his new friend into a magical mushroom world where anything is possible.

They fly, spark fires, and explore without limits, discovering the thrill, chaos, and wonder of adventure. When the boy realizes the mischief has gone too far, he returns home, finishing the bed in his own creative way and earning his father's proud embrace.

Combining 2D and stop-motion animation with experimental techniques, the film features real, growing mushrooms and playful, handcrafted elements that highlight the beauty of imperfection and the tactile quality of materials, while creating a magical, visually inventive world that explores desire, crossing of boundaries, and self-discovery.

Advisory note:

Includes a magical world where they destroy things with fire.

Teacher's notes:

Age and stage recommendations, including CfE objectives:

The film is suitable for ages 7 and above. This pack is aimed at First and Second Level learners. This film is recommended for Primary 3–5. The following CfE Experiences and Outcomes are covered in this pack:

Literacy and English: **LIT 1-01a / LIT 2-01a, LIT 1-07a, LIT 2-07a, LIT 1-15a, LIT 2-15a, LIT 1-20a / ENG 1-31a, LIT 2-20a / ENG 2-31a, LIT 1-28a / LIT 1-29a, LIT 2-28a, ENG 2-27a**

Art and Design: **EXA 1-02a, EXA 2-02a**

Technologies: **TCH 1-04b, TCH 2-04b**

Teacher quote:

I absolutely loved this animation with the variety of creative techniques that have been used and the inferences that can be made from the creator's choices. I always enjoy working with films in the classroom as I find that it can be more engaging for more pupils who often have barriers to literacy through reading ability. Shorts are excellent due to their length and ability to re-watch. They are often dialogue free which allows pupils to develop inference skills through context clues.



Before watching the film:

Activity 1: **Poster and Trailer**

PART 1

Show pupils the poster in **Appendix 1** or print off and give to partners/groups of pupils.

With a partner, or in small groups, pupils should discuss the following questions and then feedback to the class as a whole.

- What do they think the animation might be about?
- Who do they think the characters are in the poster?
- What similarities are there in the characters?
- What differences are there in the characters?
- Where do they think the characters might be?
- What do they notice about the colours used and how have they used this to form their thinking?

PART 2

Now watch the trailer at <https://www.youtube.com/watch?v=-VxIEHc9gwE>

At the beginning of the trailer, a boy is on a swing.

- Quickly, the swing is engulfed in greyness. What do pupils think is happening?
- Who do they think the boy is? What type of person do they think he is?
- Where do they think the boy is?

LIT 1-01a, LIT 2-01a

Activity 2: **Film Analysis**

The '3 C's and 3 S's' is a good framework for exploring different aspects of films. It encourages pupils to look at key components of the film and develops their skills in decoding, inference, reading and writing. The components are colour, character, camera, story, setting and sound.

Pupils should be given a copy of the resource in **Appendix 2** to discuss aspects of the film. They should cut out the dice and assemble it. They will then work together in a group of 4–6 to take turns in rolling the dice and answering a corresponding question asked by another member of the group from the list of questions on the sheet.

YOUNGER PUPILS

Younger pupils can use the template in **Appendix 3**.



Activity 3: **Animation Research**

In this activity, pupils will find out about the different types of animation used to create the film.

Discuss with pupils the differences in the techniques used for the two different settings. In the boy's home, the animation includes 2D figures and drawn images. When he goes to the magical world, the animation changes and he becomes 3D, along with the setting. Discuss why they think this had been done and the effect it has.

The mushrooms in the magical world are growing at first, depicting the boy feeling excited by the new world. When the mischief gets out of control, the mushrooms begin to die, depicting the boy feeling worried and sad. He is realising that they have gone too far.

Watch the interview with the filmmaker, Janka Feiner at:

https://www.youtube.com/watch?v=i5YwB7_6Y2Y&t=238s

Pupils should work in groups of 3. Each person will be given a different type of animation technique to investigate:

- Time-lapse
- Stop-motion
- Risograph printing

Pupils should use the internet to complete research using **Appendix 4**.

They should then present their findings to their group as a poster or digital presentation.

LIT 1-01a, LIT 2-01a



Activity 4: **Stop-Motion Animation**

In this activity, pupils will create a short stop-motion animation. Stop-motion animation is created using cut-outs or models. A photograph is taken of this, it's then moved slightly before another photograph is taken and so on. When the photographs are uploaded to a video creator such as iMovie and played, it looks like the object is moving.

There are different ways this can be done. A simple version would be to show something moving across a page, such as a sun rising in the sky. You would need a background piece of paper to show the sky and a shape cut out to be the sun. You would start with the sun slightly on the corner of the paper and take a photograph. You would then move the sun very slightly so it is more on the paper and take another photograph. Keep doing this until the sun is in the sky.

The photographs can then be uploaded to a video editing software. If taken on an iPad, they can be easily uploaded to iMovie. When played, it will resemble a sun rising into the sky. Care should be taken to ensure that the photographs are taken looking straight down at the same angle.

Models made from plasticine or clay can also be used. A shoebox could be used to create a setting and the figure placed in it. By making small movements and photographing it each one, the figure can be animated. Lego characters can also be used, or a fruit being peeled!

A guide to stop-motion and video demonstration can be found at:
<https://www.bbc.co.uk/bitesize/articles/z7p9cmn>

Pupils should use **Appendix 5** to plan their animation and then complete it.

Easier: use simple cut-out paper shapes.

Challenging: use models made from plasticine.

**TCH 1-04b, TCH 2-04b, EXA 1-02a, EXA 2-02a,
LIT 1-20a / ENG 1-31a, LIT 2-20a / ENG 2-31a**

Activity 5: **Descriptive Writing**

Pupils should choose a still from **Appendix 6**.

They should use this to create a piece of descriptive writing using the instructions in **Appendix 6**. There is also a template that can be used for younger pupils.

Use the videos below to help pupils write more descriptively. They are differentiated to suit different ages.

Low: Wow words:

<https://www.bbc.co.uk/bitesize/topics/zkgcwmn/watch/zc3ncdm>

Mid: Senses and adjectives:

<https://www.bbc.co.uk/bitesize/topics/zkgcwmn/watch/zc3ncdm>

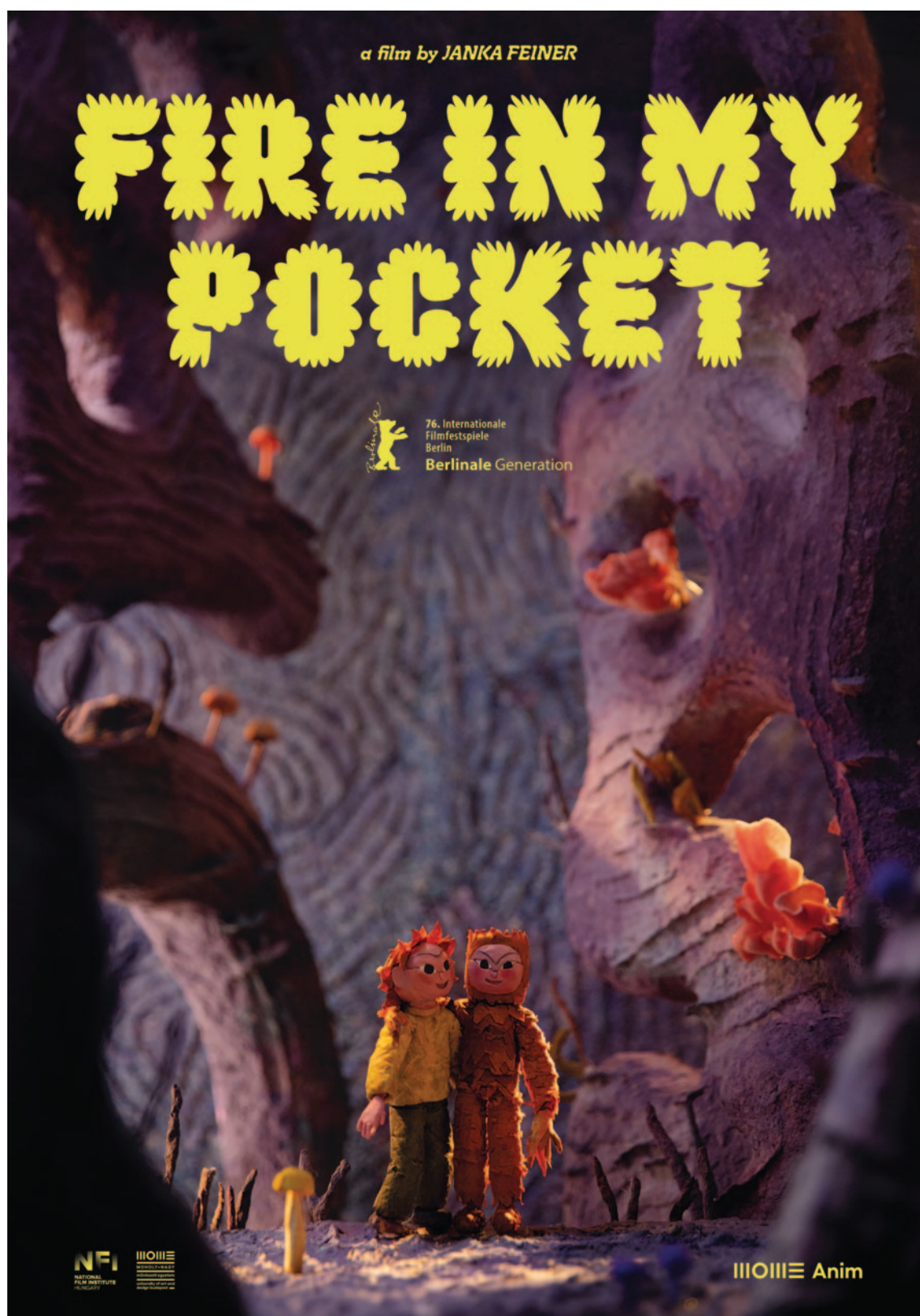
High: Nouns, verbs, adjectives, similes, senses, metaphors and personification:

<https://www.bbc.co.uk/bitesize/articles/zhwkkty#zkbyydm>

LIT 1-28a / LIT 1-29a, LIT 2-28a, ENG 2-27a



Appendix 1: Poster



Appendix 2: C's & S's Activity

The 3Cs and 3Ss Resource

The 3Cs (Colour, Camera, Character) and the 3Ss, (Story, Setting, Sound) can be used to help students discuss and analyse all the elements of a film text.

To use

After viewing a film or film sequence, just roll the dice and ask your students the corresponding questions overleaf.



Into Film is a trading name of Film Nation UK.
Registered Charity number 1154030.

INTO FILM

Free resources for teachers, TAs, community, youth group and library staff.

Into Film has hundreds of easy-to-use resources featuring lesson and activity ideas, films clips and behind-the-scenes footage.

There are resources for use in film clubs and for use in the curricula of England, Scotland, Wales and Northern Ireland. www.intofilm.org/resources

Free CPD for teachers, TAs, community, youth group and library staff.

Into Film offers free bespoke CPD training for groups of 15 or more teachers and educators, designed to develop literacy in reading and writing through the use of film as text. Into Film also offers training in curricular filmmaking that provides the potential for raised attainment in any subject within the curriculum.

View the offer here:
www.intofilm.org/training

Free film clubs for schools, youth and community groups and libraries.

Film clubs provides children and young people a space to watch, discuss and review films, as well as the training and resources to make their own. Our clubs can be set up for free in state-funded schools and non-school settings such as youth clubs, cinemas and libraries. As well as access to thousands of fantastic films to watch, clubs are offered opportunities in filmmaking, supporting the development of young peoples' voices. Through participating in a film club, children and young people can also take advantage of opportunities to engage directly with members of the film industry, discover career opportunities and learn how to pursue them.

Contact cpd@intofilm.org to arrange for your whole school training day.

Into Film's Literacy CPD Programme has been developed in close collaboration with a range of partners including the BFI, the Bradford Literacy Group, a wide variety of subject associations and our growing network of CPD practitioners.

intofilm.org



Appendix 2: C's & S's Activity



COLOURS

- What colours do you see?
- How do the colours make you feel?
- When do the colours change and why?
- What do the colours tell you about the time of day that the story took place?
- Why do you think certain colours are used?
- What colours would you have chosen?
- Do the colours change when the story is in a different setting?
- Are any colours associated with particular characters?
- How important do you think the colours are in the film?
- What would the film have been like in black and white or in just one colour?
- What mood do you think the colours create?



STORY

- What happens in the beginning, middle and at the end of the story?
- What are the most important things (events) that happen in the story?
- How would the story change if events happened in a different order?
- How do we know where the story takes place?
- Who or what is the story about?
- How can we tell?
- How long does the story take in 'real' time?
- What do you think happened before the story began?
- What might happen next, after the end of the story?
- How does this story remind you of other stories?
- How would you like the story to continue?



CHARACTER

- Is there a main character?
- Is there more than one main character?
- Is the story really about this character or about someone else?
- Who is telling the story?
- What do the main characters look like?
- What might the way they look like tell us about them as a character?
- How do they speak and what do they say?
- How do they behave?
- How do they behave towards other characters?
- Do any of the characters have particular music or sounds?
- Which character interests you the most?
- Is there anyone else you would like to see in the story?
- How would the story be different with another character added or taken away?



SETTING

- Where does the action take place?
- Why is the story set in a particular place?
- When and how does the setting change?
- How does the setting affect the characters and the way they behave?
- When the story began, where did you think we were?
- How could you tell where the story was taking place?
- Could the same story have happened in a different place?
- How do you think the story would have changed if it had happened in a different place or setting?
- Can you tell when the story is taking place?
- What clues might there be to tell us whether the story is set now or in the past?



CAMERA

- What shots have been used? Can you name them?
- When do you see a long shot or a close-up shot?
- What are the different shots used for?
- Through whose eyes do we see the story?
- When do we see different characters' point of view?
- When does the camera move and when does it stay still?
- How does the camera help to tell the story?
- What do the first shots tell us about the story, the setting etc?
- Why do certain shots follow each other e.g. a long shot followed by a close-up?
- How can you tell what the characters are thinking or how they are feeling through what the camera does?
- How quickly do the shots change? Does this change in different parts of the story?

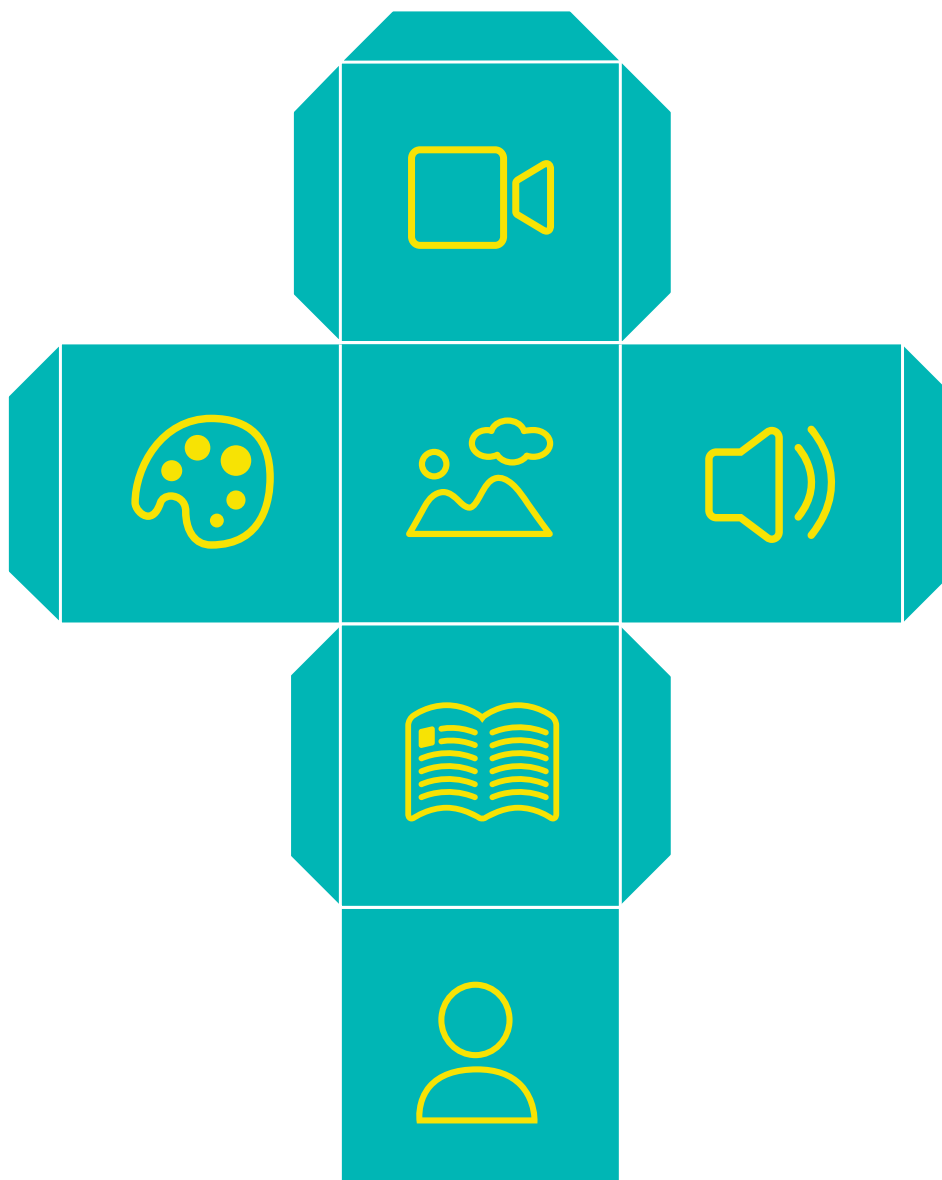


SOUNDS

- How many different sounds do you hear? What are they?
- Is there music in the film?
- How does the music make you feel?
- When do you hear the music or sounds change?
- What is happening on screen when the sounds or music change?
- If you listen to the sounds without the pictures, can you tell what is happening on the screen?
- Are there any moments of silence?
- Do any of the characters speak? What do they sound like?
- If you added your own voiceover to the film, who would speak and what would they say?
- Can you hear any sound effects?
- Do you think any sounds have been made louder than they would be in real life? What are they? Why do you think they are louder in the film?

Appendix 2: C's & S's Activity

Cut-out 3Cs & 3Ss dice



intofilm.org



Appendix 3: C's & S's Activity Younger Pupils

3 Cs and 3 Ss Film Detective Activity

Character

Who were the main characters in the film?

How did the boy feel at the start of the film?

😊 Happy 😞 Sad 😡 Angry 😱 Scared 😲 Surprised

How did the boy feel when he went to the magical world?

😊 Happy 😞 Sad 😡 Angry 😱 Scared 😲 Surprised

How did the boy feel at the end of the film?

😊 Happy 😞 Sad 😡 Angry 😱 Scared 😲 Surprised

Colour

What colours were at the boy's house?

What colours were in the magical world?



A horizontal row of 25 small orange circles.

Camera

☐ Close up

☐ Far away

☐ Both

What sounds did you hear?

- ☐ Music
- ☐ Talking
- ☐ Sound effects
- ☐ Silence

Why do you think the mushrooms were growing? How was the boy feeling at that time?



Appendix 3: C's & S's Activity Younger Pupils

3 Cs and 3 Ss Film Detective Activity

Story

What happened at the beginning?

What happened in the middle?

What happened at the end?





Appendix 4: Animation Research Fact Sheet

Animation Technique:

☐ Time-Lapse ☐ Stop-Motion ☐ Risograph Printing/Animation

1. Describe it in your own words:

2. Is it created using:

Photographs

Drawings

Printed images

Objects

A mixture of different things

3. Explain how the animation is made step by step:

First...

Then...

Finally...



Appendix 4: Animation Research Fact Sheet

4. What equipment or materials are needed?

5. What skills would someone need to create this type of animation?

6. What do you think is the hardest part of making this animation?

7. Find an example of an animation made using this technique.

Name of animation/video:

8. How long did it take to make?

9. What is something good about this technique?

10. What is a challenge or difficulty of this technique?

Now use your information to create a poster or digital presentation to share with your group.





Appendix 5: Stop-Motion Planning

My animation will be:

The character/object will be:

Use the storyboard to draw what will happen in your animation. Use the smaller boxes to write what is happening in each part.



A horizontal row of 30 small orange circles, evenly spaced, spanning the width of the page.







Appendix 6: Descriptive Writing

Descriptive Writing

Choose 1 of the stills from the film.

You are going to create a piece of descriptive writing about the image.

Use the points below to help you.

Remember to include at least 3 senses – see, hear, smell, touch, taste.

You are not writing a full story, only the scene shown in the image.

Imagine you are in the image.

- What can you see?
- What can you hear?
- What can you smell?
- What do things feel like?
- How do you feel?
- Can you taste anything? This can be tricky – think of being at a fireworks display. Often you develop a taste in your mouth! It could also be something you have eaten either at the time or recently.
- What is happening?
- How are they happening?
- How do you react?



Appendix 6: Descriptive Writing

Descriptive Writing Frame

Write down words in the boxes below. Try to think of as many as you can! Start with 1 or 2 words then try to think of interesting WOW words that have the same meaning. Eg big, large, huge, enormous, gigantic.

COLOURS	SIZE WORDS
SOUNDS	SMELLS
FEELINGS	WHAT THINGS FEEL LIKE TO TOUCH



Appendix 6: Descriptive Writing

Similies Builder

Think of things that are:

Small

Big

Fast

Slow

Red

Hot

You can make your writing more interesting by comparing something to something else. Use the word **like** or **as**. For example, *His hair was **as** red as a tomato.*

You can use the things you thought of to do this in your writing.



Appendix 6: Descriptive Writing

Sentence Builder

Write a sentence.

Look for the **nouns** (names of people or things).

Add an **adjective** (describing word) before the nouns to describe them.

Now look for **verbs** (doing words).

Add an adjective (describing word) before the verb to describe how it is being done.

Example:

The boy is building **a bed**.

The **happy** boy is building a comfortable bed.

The happy boy is carefully **building** a comfortable bed.

More information:

There are several interviews with the creator, one of which I have used in this resource pack in an activity. The other one is in written format and can be found at:

<https://www.budapestreporter.com/growing-a-magical-world-interview-with-fire-in-my-pocket-animation-director-janka-feiner-at-the-76th-berlinale/>

More information on stop-motion animation, including its history, can be found at:

<https://stopmotionmagazine.com/history-stop-motion-nutshell/>

A timeline of stop-motion animation can be found at:

<https://www.thewrap.com/a-timeline-of-stop-motion-animation-history-from-a-trip-to-the-moon-to-isle-of-dogs-photos/>

More information on risograph printing:

<https://risottostudio.com/pages/what-is-risograph-printing>





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 **olivia.knight@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 **olivia.knight@dca.org.uk**