

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences

.....



Teachers' Resource Pack:

## **Shorts for Wee Ones – Bobel's Kitchen**

Early Years | Created by Juliet Shepherd

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

**DCA**

Dundee Contemporary Arts

**DUNDEE**  
ONE CITY, MANY DISCOVERIES

**CREATIVE  
LAND**  
SCOT  
ALBA | CHRUTHACHAIL

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

© Dundee Contemporary Arts 2025  
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>:

### ***Bobel's Kitchen***

Dir: Fiona Rolland

Belgium / 2024 / 10m

Dialogue free



This charming stop motion short explores ambitions, disappointments and not judging a book by its cover.

A toadstool mushroom – Bobel – is following his dreams by opening his own bakery, but the other mushrooms think he's poisonous and therefore do not trust his food. He cannot sell a thing. That is until a little mushroom refuses to listen to the others' warnings and tries a cookie anyway, discovering Bobel's talents.

This beautifully made stop motion film can be used to teach young children about character design, pursuing your dreams and trying something new.

There are no warnings needed for this short film. It does use emojis and gibberish sounds for the characters to communicate which could be slightly confusing but will make sense to most young viewers.

Age and stage recommendations, including CfE objectives:

We would recommend this film as appropriate for ages 3 and up. This pack is aimed at Early Level. The following Experiences and Outcomes can be covered:

**Literacy: LIT 0-01c, 02a, 04a, 07a, 09a, 11a, 14a, 20a, 21b and 31a**

English: **ENG 0-03a**

Health and Wellbeing: **HWB 0-01a, 05a, 07a, 08a, 10a, 11a, 13a, 14a and 20a**

Expressive Arts: **EXA 0-02a, 05a and 06a**Technology: **TCH 0-03a, 0-09a, 10a, and 11a**

Social Studies: **SOC 0-17a and 18a**

This film is a lovely tool for introducing classes to visual storytelling. There is no dialogue, so everything is communicated through sounds, emojis and simple facial expressions. It could also be a great way to get children interested in character design and stop-motion technology.



## Before watching the film:

### Activity 1: **Ambitions (Health & Wellbeing, Literacy and English)**

**Resources:** shoulder partners, *Bobel's Kitchen* poster **Appendix 1**

- In a class discussion, ask the children to tell their shoulder partner/s what they want to be when they grow up? Press for why.
  - Then ask each child (lollipop sticks/register/etc.) what their friend said they wanted to do and why? Were they listening?
  - If possible, encourage praise and deeper conversation about why these are good ideas.
  - Why is it important to encourage one another?
  - Show the class the poster for *Bobel's Kitchen*. What do we think his dream will be? Why?
- 

### Activity 2: **Discussion Points (immediately after the film)** **(Social Studies, Literacy and English)**

**Resources:** shoulder partners

Ask these questions as soon as possible after the film to spark discussion and deepen understanding.

- What happened in that story?
- What did Bobel want?
- Why didn't the others want to try?
- Was that fair?
- Why do you think the little mushroom was different?
- What would you do?



### Activity 3: **Emoji Language (Health and Wellbeing, Literacy)**

**Resources:** stills, paper, pencils

There is no dialogue in this film, and yet it is very easy to understand. Ask the children how each of the characters felt at different points using the stills **Appendix 2**. What do we think they are saying?

- How do we know?
  - Discuss how facial expressions can show how people are feeling without them having to say anything.
  - Discuss how emojis are like a picture language of their own.
  - Instruct the children to create emoji messages for each other (teacher sets the character limit based on class level and ability). Can they decode one another's messages? Can the teacher?
- 

### Activity 4: **Character Design (Technology, Expressive Arts, Literacy)**

**Resources:** paper, pencils, pens, play doh, felt, fabric – whatever is available to the teacher.

Still of mother and child from *Bobel's Kitchen* **Appendix 3**.

We are going to design our own little characters.

Examine the mother and child mushrooms. How do we know which is which? What visual clues are there? (height, necklace, shapes etc.)

**Task:** design – sketch on paper first, then create with whatever materials teacher decides – your own simple character.

**Tip:** For ease the teacher can impose limitations if they like, no more than three colours, no bigger than a fruit shoot bottle etc.

If there is time, get the class to move around the characters at the end of the lesson and compliment one another. Encourage them to make specific compliments rather than general praise.

## Activity 5: **Create your own stop-motion** **(Technology, Expressive Arts, Health and Wellbeing)**

Resources: iPads (ideally one between two but depends on availability), a stop motion app (“Aardman Animations” and “Stop Motion Studio” are both free to schools) and the previous lesson’s characters.

Now we are going to make our own short films.

Either in pairs or small groups (teacher discretion) demonstrate how to use the stop motion apps. Using the characters they designed in the previous lesson, let the children create short stop motion scenes of their model performing their dream job, discussed in the very first lesson.

This may need to be multiple lessons based on the class and resources.

Once everyone has completed their animation you can have a short watch party of everyone sharing their stop motion footage.

Encourage the class to be positive and specific in their praise. Remembering Activity 1 – why is it important to believe in each other?

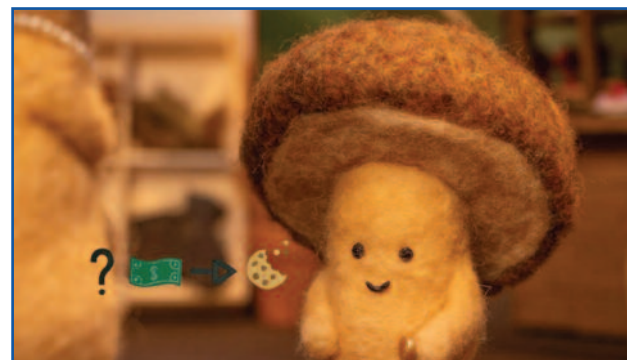
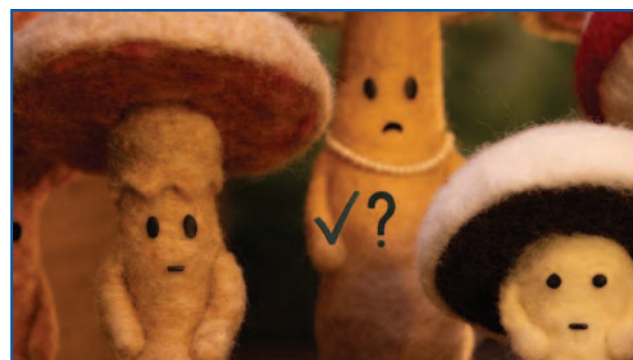


## Appendix 1



Appendix 2

Stills



Appendix 3

Still for Character Design





## 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)**