DISCOVERY FILM FESTIVAL

Scotland's International Film Festival for Young Audiences



Teachers' Resource Pack: Shorts For Middle Ones 2023 – Boom

First and Second Levels | Created by Ann Melville

Discovery Film Festival: Sat 21 October – Sun 5 November 2023

DCA Dundee Contemporary Arts

discoveryfilmfestival.org.uk



© Dundee Contemporary Arts 2023 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 21st Century Literacy/moving image texts

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

Boom

Dirs: Charles Di Cicco, Gabriel Augerai, Laurie Pereira De Figuetredo, Romain Augier, Yannick Jacquin

France 2022 / 6m40s

No dialogue

Boom

Synopsis:

When a volcano erupts on a remote island, two birds try to save their eggs, and themselves.

Teacher's notes:

This is a very funny and engaging film. Despite the fact that there is no spoken dialogue, the viewer is left in no doubt as to what the two birds are thinking about their situation, and each other, as they struggle to reach the sea!

Activities in this pack are designed to deliver Curriculum for Excellence outcomes at first and second level in the following areas:

Literacy, Social Studies (People, Place and Environment) and Expressive Arts.



Before watching the film

Activity 1: Literacy/Expressive Arts

Sharing ideas, responding to images

Explain to learners that they are going to be watching a short film called *Boom*. Discuss in groups or as a whole class, what they think the film could be about.

Show learners the poster for the film, Appendix 1. They will now see that "boom" is the sound made by a volcano.

Discuss the following questions:

- What more can you learn about the film from the image on the poster?
- What kind of film do you think it will be comic/serious, happy/sad?
- What do you think might happen in the film?
- Does the poster make you want to see the film? Why? Or why not?

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**

When listening and talking with others for different purposes, I can share information, experiences and opinions, explain processes and ideas, identify issues raised and summarise main points or findings, clarify points by asking questions or by asking others to say more. **LIT 2-09a**

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 1-07a / EXA 2-07a**



Activity 2: Expressive Arts - Music

Personal response and interpretation

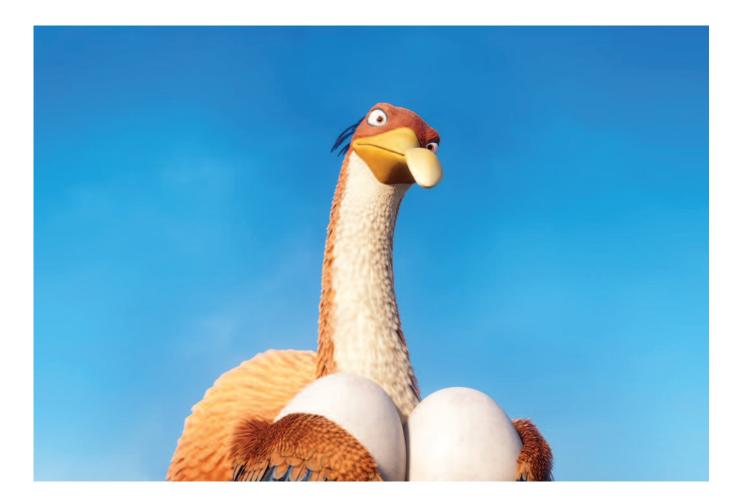
There is no musical soundtrack in the first part of the film, or in the final section.

Explain to learners that they will be watching a short film, but first they are going to listen to some music from the film. Play the music (from 3 minutes 14 seconds to 5 minutes 41 seconds), without showing the film or giving any information about the content.

In small groups or as a class discuss the following questions:

- How does the music make you feel?
- Can you predict what the film could be about from listening to the music?
- Why do you think the director would choose to use this music?

I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 1-19a / EXA 2-19a**



After watching the film

Activity 3: Literacy

Talking about the film

Ask learners:

- What did you like about the film? Did you have a favourite part of the film?
- Were there any surprises that you were not expecting? Do you think that there were clues to hint at what was going to happen?
- The film has no dialogue, but the birds communicate with each other. Do you feel that you understand what they are saying to one another? How does the filmmaker help you to understand what the birds are trying to say? (Think about facial expression, noises, physicality etc).
- The film soundtrack uses sound effects throughout but only introduces music about half-way through. Why do you think this is?
- Do you think you know which bird is the mother and which is the father? Why? (There is no right or wrong answer to this question but it provides an opportunity for discussion of gender stereotypes.)

I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. LIT 1-01a / LIT 2-01a

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**



Activity 4: Social Studies - People, Place and Environment

What do we know about volcanoes?

The context for this film is the eruption of a volcano.

Ask learners in pairs or small groups to write down everything they know about volcanoes, then share with the rest of the class to create a knowledge bank.

Alternatively learners could research volcanoes and produce a poster or fact file.

You could offer the following questions as prompts for discussion or research:

- What is a volcano?
- What is happening when a volcano erupts?
- Have you heard about any volcanoes in the news recently, or in books or stories? Do you know about any well-known historical volcanic eruptions?
- What effect does the eruption of a volcano have on the local area? How does it affect people, animals, plants and the environment? Are all the effects of a volcano bad or are there some positive impacts?
- Why do people and animals continue to live near active volcanoes in spite of the obvious danger?

Depending on the extent of their prior knowledge you may wish to use some of these materials as an introduction or to follow up.

BBC Bitesize: What are volcanoes? - BBC Bitesize

Newsround: Everything you need to know about volcanos – BBC Newsround What effects do volcanoes have? – BBC Newsround Can we predict when a volcano is going to erupt? – BBC Newsround

I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. **SOC 2-07b**



Activity 5: Literacy

Telling the story

The film tells a simple story about birds responding to the challenge presented by an erupting volcano. As the eruption develops and becomes more threatening, so the need to get the eggs out of harm's way becomes more urgent.

Ask learners to make a timeline of events, including both what happens to the volcano and how the birds try to save their eggs.

There is no need to include everything – just begin with the start of the eruption as the volcano begins to smoke and the birds react, pick some favourite events in sequence and end with the birds safely in the sea and the volcano smoking gently after the eruption. You may wish to specify how many entries there should be on the timeline depending on the age and ability of the group. Appendix 2 could be used for this task.

In pairs, small groups or as a class, look at the timelines and discuss how the birds feel at each point on the timeline, both when the behaviour of the volcano changes and when different things happen as the birds try to save their eggs.

Option 1: Write the story of the eruption as though you are one of the birds trying to save your eggs – decide which bird before you begin. Think about your feelings: how do you feel at the different stages of the volcanic eruption? How do you feel about your partner and their attempts to save the eggs? How do you feel about your own efforts to save the eggs? How do you feel at the end of the eruption?

Option 2: Draw a picture of each of the events on your timeline, set out as a comic strip. Alternatively work together with a group, each person taking one event from the timeline and drawing an A4 picture of it. These pictures could be put together to form the story. The birds in the film do not speak, but they clearly show what they are feeling through their facial expressions and body language. This is your chance to show what you think they are saying by adding speech bubbles or thought bubbles. You could also caption the picture to add more explanation of what is happening.

By considering the type of text I am creating, 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 1-26a**

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-26a**

I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. LIT 1-28a / LIT 1-29a

I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a

Activity 6: Expressive Arts - drama

Communicating without words

The birds in the film do not speak, but they make their feelings very clear through body language and facial expression. In drama activities body language and facial expression are very important to support spoken language, but even more important in mime activities.

There are many drama games which can be used to practice mime skills. Here are a few suggestions.

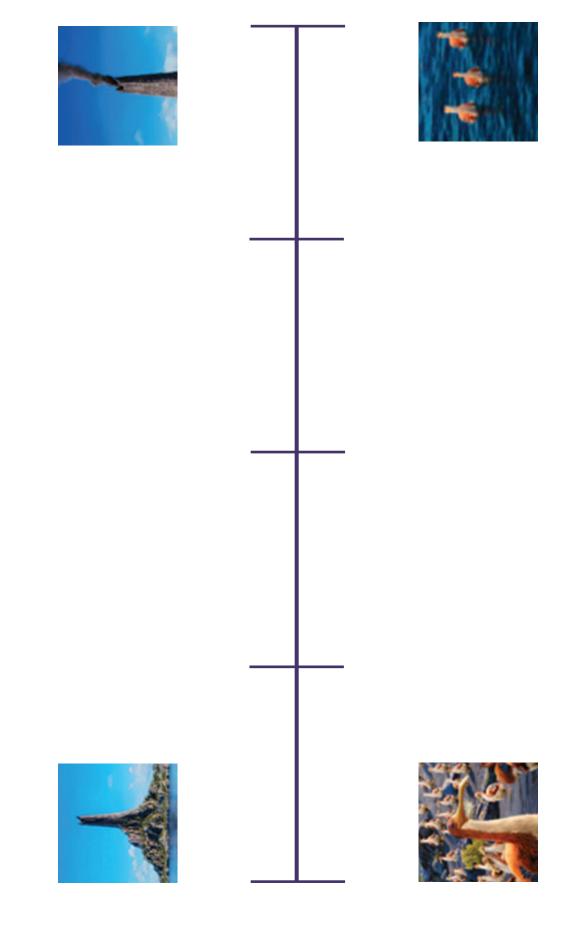
- 1 Warm up. Learners move around the room. The teacher/leader calls out a way of moving. This could be an emotion (happy, sad, frightened, excited), a way of moving (slowly, quickly, low down, high up, smoothly, jerkily) or reflect a type of person (a king, a servant, a spy). Encourage learners to think about facial expression and body language in their movements. Change the movement several times.
- 2 What am I doing? This game can be played as a whole class or add a competitive element by dividing the class into teams of four or five. Prepare a list of familiar actions and activities, for example "cleaning my teeth" or "riding a bike". If working with groups it may be easier to give each group a set of cards with one action or activity on each. Learners take it in turns to mime the action or activity for the rest of the class to guess. If playing in groups, the first group to complete all their cards is the winner.
- 3 Imagination box. Learners sit in a circle. The first player mimes opening a box, thinking carefully about the size and shape and making this clear through their actions. Once the parcel is open they take out whatever is inside and show what it is and how they feel about it through mime, for example they might be happy to find a chocolate cake in the box and mime eating the cake and getting sticky with chocolate icing, but be frightened by a spider, disappointed by a broken pencil or curious to find an empty box inside. The other learners try to guess what is in the box and how they feel about it. When the object and the reaction to it has been guessed correctly the player mimes putting it back in the box and passes the box to the next person in the circle.
- 4 Party time. One learner volunteers to be the party host. The other learners will be guests at the party. Prepare a list of party guests for the other learners to mime. The host will guess who is at the party from their mimes, for example there could be a cat, a swimmer, a clown, a builder or someone who is frightened by everything. The guests should enter the party one at a time but there could be more than one guest at the party at the same time so that they can interact. The teacher/leader tells each guest when to arrive. Once the host has guessed correctly, the guest leaves the party.
- **5** Fairy stories. Divide the class into groups of 4 or 5. Give each group a well-known fairy story. The group mime a scene from the story for the rest of the class to guess. This game could be adapted to other topics, for example, occupations, famous places or songs.

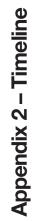
I enjoy creating, choosing and accepting roles, using movement, expression and voice. LIT 1-26a

I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology. **EXA 2-12a**

Appendix 1 – Poster









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**.

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