

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

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ONE CITY, MANY DISCOVERIES

CREATIVE LAND
SCOT
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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:
<http://www.discoveryfilmfestival.org.uk/resources>:

Boom

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

France 2022 / 6m40s

No dialogue

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 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



Appendix 2 – Timeline



