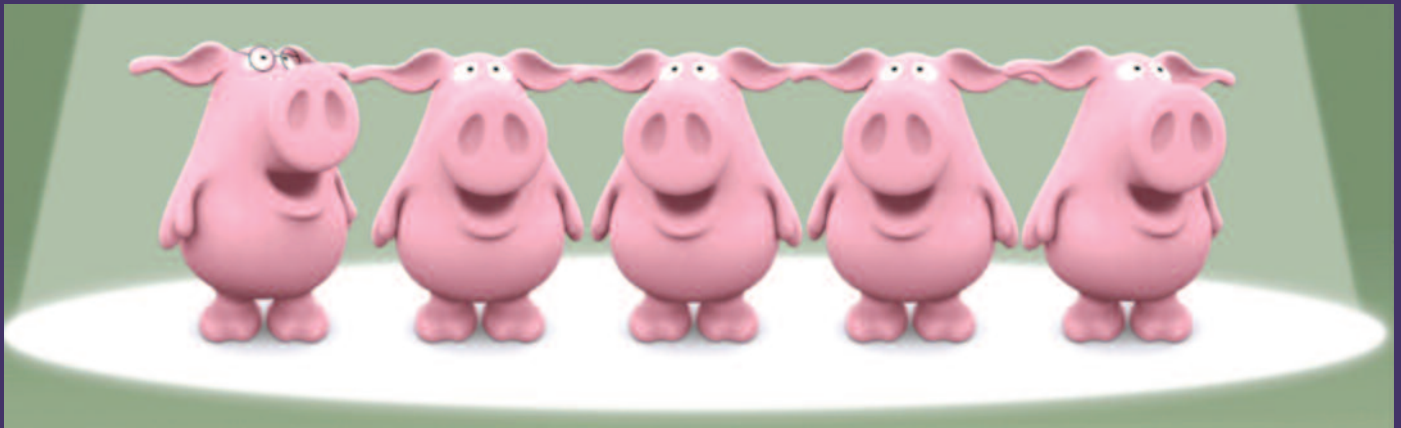


# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource: **Shorts For Wee Ones – Discovery's Greatest Hits**

Early Level and First Level

Curriculum for Excellence Subjects: **Expressive Arts, Literacy, Science,  
Social Studies, Technology, Health and Wellbeing, Mathematics**

Edited, created, and compiled by Lynsey Dick

Incorporating materials by Joy Christie, Margaret Foley, Helen Appleyard and Lynsey Dick

**Discovery Film Festival: Sat 21 October – Sun 5 November 2022**

# DCA

Dundee Contemporary Arts

**DUNDEE**  
ONE CITY, MANY DISCOVERIES



ALBA | CHRUTHACHAIL

[discoveryfilmfestival.org.uk](http://discoveryfilmfestival.org.uk)

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With support from DCA Cinema and Learning teams



**SCREEN SCOTLAND  
SGRÌN ALBA**







## Activity 1: **Listening and Talking**

Show the children the trailer video and share the title with them. Use the following questions or discussion and have the class make predictions about the film. After visiting the cinema, check back to see if these predictions were correct.

### **Questions for discussion**

- What is the little bird doing?
- Why is he following the leaf?
- What shape do you see in the trailer?
- What other animal could it be?

*I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. **LIT 0-01b / LIT 0-11b***

*I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. **LIT 1-11a / LIT 2-11a***

*To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. **LIT 0-07a / LIT 0-16a / ENG 0-17a***

*I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. **LIT 1-07a***



## After visiting the cinema

### Activity 2: Expressive Arts

This delightful animation lends itself well to art ideas. Take a piece of white sugar paper and light blue sugar paper and place them both in a landscape position.

Rip or cut the white paper so that it makes a snowy background line and glue exactly on top of the blue paper. You now have a background to work with.

Use crayons or charcoal to sketch simple tree outlines on top of your snowy scene – like the picture on page 4. Now place tracing paper on top of your scene – this will give it a muted effect. Glue this down carefully. Last of all draw a strong bold branch and use black paper to cut out a blackbird. Draw a golden leaf to hang on the end of the branch.



*I have the freedom to discover and choose ways to create images and objects using a variety of materials. EXA 0-02a*

*I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a*

### Activity 3: Science and Social Studies

The series of films lend themselves beautifully to exploring seasons and the change seasons can have on animals and their habitats. With the class look at the way colour is used in the animations to suggest what season it is.

A nice activity for this could be using images/stills from the other films and have the children sort the images into the correct seasons. This could be a tuff tray activity for early level or a sorting and matching activity for first level.

Use the link below to look at the other films in The Little Bird series:

**The little Bird – A series by Lena von Döhren ([derkleinevogel.com](http://derkleinevogel.com))**

- The Little Bird and the Bees
- The Little Bird and the Caterpillar
- The Little Bird and the Squirrel

*I have observed living things in the environment over time and am becoming aware of how they depend on each other. SCN 0-01a*

*I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. SCN 1-02a*

*While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons. SOC 0-12a*

*By using a range of instruments, I can measure and record the weather and can discuss how weather affects my life. SOC 1-12a*

*By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. SOC 1-13b*



## Ormie

2010, Dir. Rob Silvestri, Canada, 3 '59"

### Synopsis

In this simple but comical tale, Ormie the pig is desperate to reach the cookies on top of the fridge. Is there no end to his imagination as he comes up with various ways to reach them?

### Before visiting the cinema

#### Activity 1: Listening and Talking

Share the name of the film with the children and show them this image below from the film.

#### Questions for discussion

- Who is the main character?
- What do they think the film will be about?
- What else can you see in the still image?
- What do you think will happen?

There is no trailer for this film, but the full film can be viewed on YouTube:

**"Ormie" by Arc Productions | Disney Favorite – YouTube**

**"Ormie" by Arc Productions | Disney Favorite – VideoLink (without adverts)**

It can also be viewed on Vimeo. Create a free account and search for 'Ormie.'

Do not show the class the full film until after the cinema visit.

*I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b*

*I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. LIT 1-11a / LIT 2-11a*

*To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17a*

*I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a*



## After visiting the cinema

### Activity 2

Try this activity as a Cooperative Learning task. Put children in groups of three and in each group each child has to choose one of the following roles:

- Organiser/Motivator (has to keep his group on task and encourage them to keep going in the given time)
- Reporter (has to feedback to class at the end of the task and answers on behalf of the team, presenting their findings)
- Scribe/Recorder (this person keeps notes of ideas, answers, solutions and records the team's answers to help the recorder summarise at the end.)

Explain the roles to each child.

Once roles have been established, explain to the children that they have 4 minutes to draw and/or write all the various ways Ormie tries to reach the cookies that they can remember from the film.

After 4 minutes, each group feedbacks to class. After feedback session watch the short film again and compare their results with the film.



### Activity 3: **Science/Technology**

Once the children have discussed all the ways in which Ormie tried to reach the cookies in the film, have them explore some ways of building something using items they can find in the class.

They could try building stairs, a ramp, they might try to use something to hook the cookies to bring them down.

They could experiment with building blocks, lego, cardboard, paper, string, sticky tape, rope, magnets etc. Provide lots of materials for them and let them be creative in their approach and problem solving.

*Through everyday experiences and play with a variety of toys and other objects, I can recognise simple types of forces and describe their effects. **SCN 0-07a***

*By exploring the forces exerted by magnets on other magnets and magnetic materials, I can contribute to the design of a game. **SCN 1-08a***

*Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes. **SCN 0-15a***

*Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. **SCN 1-15a***

*I explore ways to design and construct models. **TCH 0-09a***

*I explore everyday materials in the creation of pictures/models/concepts. **TCH 0-10a***

*I can design and construct models and explain my solutions. **TCH 1-09a***

*I can recognise a variety of materials and suggest an appropriate material for a specific use. **TCH 1-10a***





## Zebra

2013, Dir. Julia Ocker, Germany, 2' 34''

### Synopsis

This happy Zebra runs into real problems after bumping into a tree. Will the stripes ever be the same? This is a lovely animation about feelings, self-image, how others see us and fitting in.

### Before visiting the cinema

#### Activity 1: Listening and Talking

There is no trailer for this film but share the title, synopsis and the image above with the children. Encourage them to make predictions about the film.

#### Questions for discussion

- Who is the main character?
- What does the setting look like?
- What do you think is about to happen?
- The Zebra bumps into a tree and something changes. What do you think might change?

There is no trailer for this film, but the full film can be viewed on YouTube:

<https://www.youtube.com/watch?v=YiC3Q2VtSCo>

Do not show the class the full film until after the cinema visit.

*I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b*

*I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. LIT 1-11a / LIT 2-11a*

*To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17a*

*I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a*



## After visiting the cinema

### Activity 2: **Listening and Talking**

Look back at the predictions that the children made. Were any correct?

#### **Questions for discussion**

- Why did the Zebra's stripes change?
- How did the Zebra feel?
- How did we know the way the Zebra felt?
- Why was he worried?
- What did the other Zebra's think of his new patterns?
- How do we know what the others thought?

### Activity 3: **Health and Wellbeing**

Use the discussion points above to start a conversation about how our image can change the way we feel about ourselves. Watch the film again with the class, encourage them to think about different emotions that the Zebra feels.

Try to have them move away from just sad. Can they use words like:

#### **Sad, Upset, Frustrated, Worried, Angry, Surprised, Disappointed, Anxious**

An older class may be able to write these down, with a younger class just have them share their ideas with a partner and then feedback to the whole class. Write these answers up onto the interactive board.

Once these feelings have been discussed, move to the part of the film where the Zebra bumps into the heard. The other Zebras absolutely love the new patterns and encourage Zebra to show them all off.

Use this to lead into a discussion about acceptance and encouragement from others. This can help to explore the concept of all being unique, different and treating people with respect. Use this to help expand their emotional literacy.

Have the children identify how the Zebra and the heard might be feeling now.

Can they use words like:

#### **Happy, Excited, Proud, Encouraging, Accepting, Joyful, Pleased**

*I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. **HWB 0-04a / HWB 1-04a***

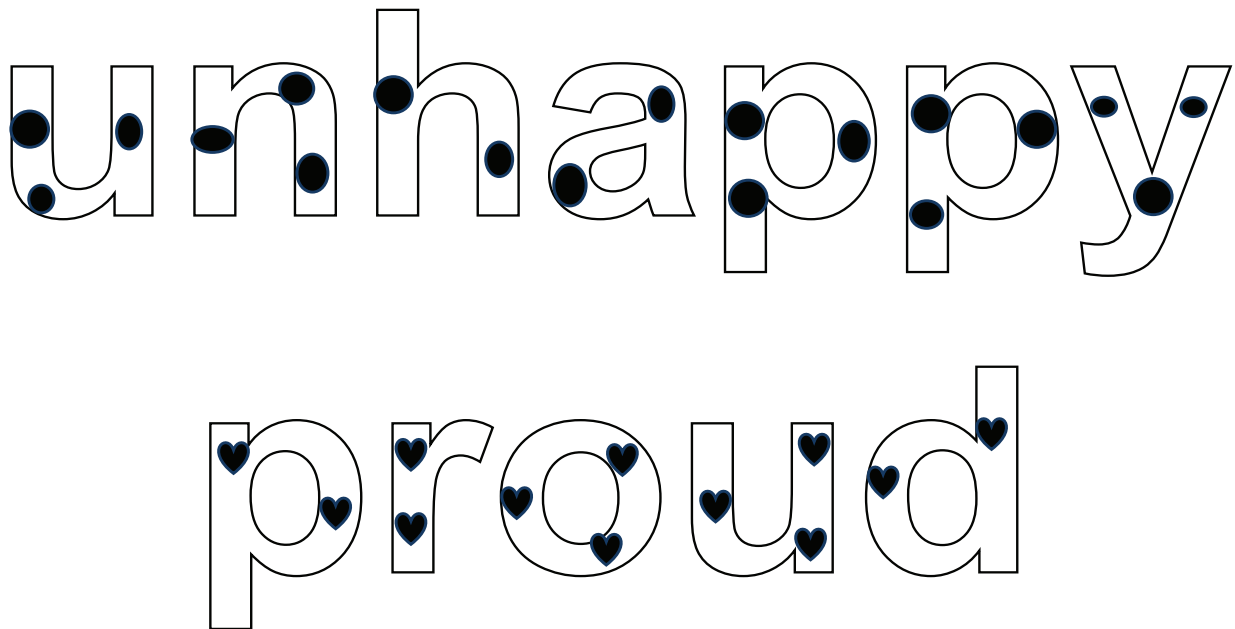
*I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB 0-05a / HWB 1-05a***

*I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. **HWB 0-08a / HWB 1-08a***

Activity 4: **Health and Wellbeing/Art**

Using the emotions words from the previous lesson the children are going to decorate the words using some of the patterns they see in the film. Watch the film again and have the children pay attention to all the different patterns they see. You could either stop and take notes throughout the film or ask them at the end.

For a younger class print out the word, an older class may be able to draw them. See the example below. Then use the pattern to fill in the word. As the patterns are all in black and white, have the children create their patterns in black and white as well. Discuss why the animator has chosen to keep it in B&W. Display the finished words in the class and use them to discuss any big feelings that children may be experiencing daily.



*I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a*

*I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 0-04a / EXA 1-04a*

*Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 0-05a / EXA 1-05a*



## After visiting the cinema

### Activity 2: Literacy and Mathematics

#### Activity 2a

Revisit the answers the children gave before the visit. Were any of them correct?

#### Questions for discussion

- What is a Hopfrog?
- Who are the main characters?
- Do you have a favourite character?
- Is there a part of the animation that was your favourite?
- Where does the green character go?
- How did the orange character feel when their friend disappeared?



*I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b*

*I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c*

*I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / LIT 0-31a*

*I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. I regularly select subject, purpose, format and resources to create texts of my choice. LIT 1-01a*

*I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a*

#### Activity 2b

This is a delightful animation with the most wonderful characters. Have a bit of fun and have the children count the characters as they appear. How many characters are in this animation?

For younger children help them to record the number of characters they see, this could be using concrete materials such as counters or counting cubes every time a new character appears.

For older children this could involve exploring different ways of recording numbers and data handling.

*I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. MNU 0-02a*

*I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. MNU 0-20a*

*I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria. MNU 1-20b*

### Activity 2c

Once the children have counted the characters see if they can sequence the images below in the correct order the characters appear. The images below are in the correct order. Print out images, cut them up and divide the still images between groups. There are approximately 4 images for each group. Have the groups work to put the images in order and then come together with all the images to see if the class have the correct order.

**Remember to jumble the images up before handing them out. Refer back to this pack for the correct order.**

*I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. **LIT 0-01b / LIT 0-11b***

*I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. **LIT 0-19a***

*I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. **LIT 1-11a / LIT 2-11a***

*To show my understanding across different areas of learning, I can identify and consider the purpose and main idea of a text. **LIT 1-18a***

*I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. **ENG 1-19a***

### Activity 2d

Finally, there is no dialogue in this film which makes it so accessible to all audiences. If the characters could talk, what would they be saying to each other? Choose an image from below and have the children create some dialogue for the characters. Think about the friendship between the two main characters and how the characters feel.

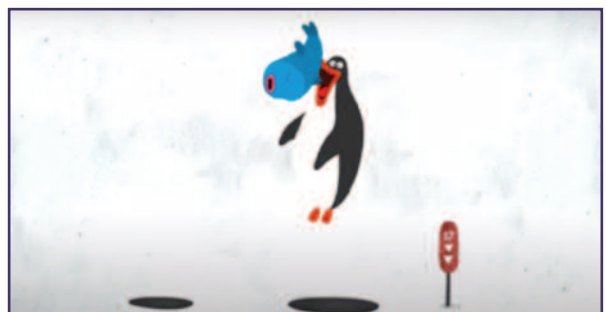
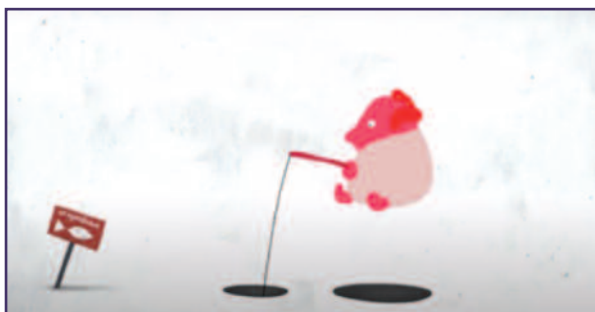
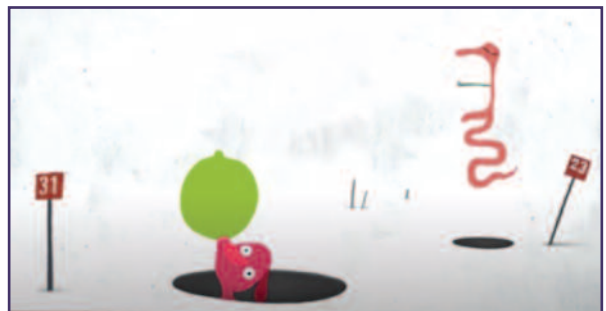
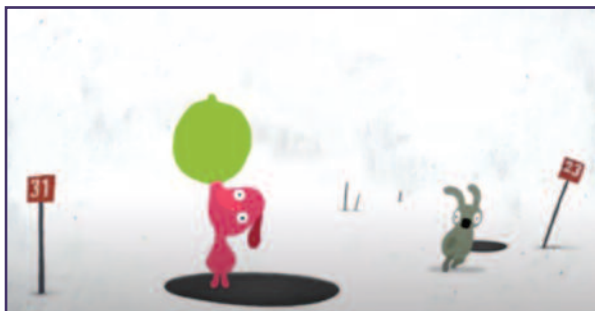
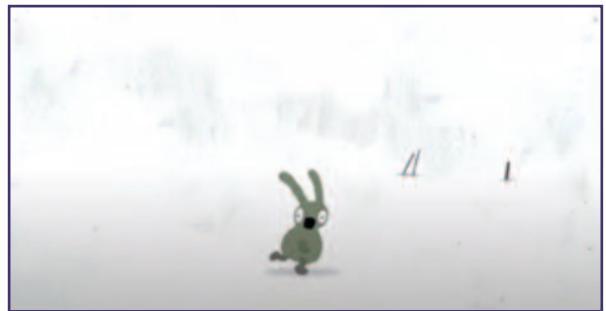
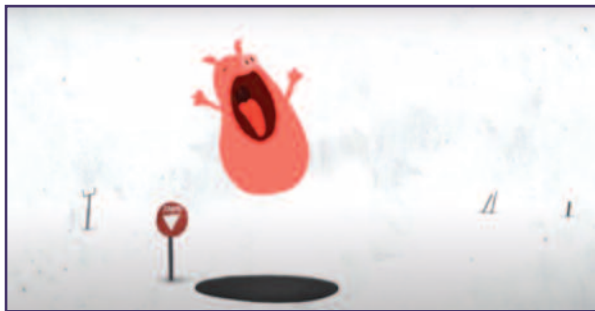
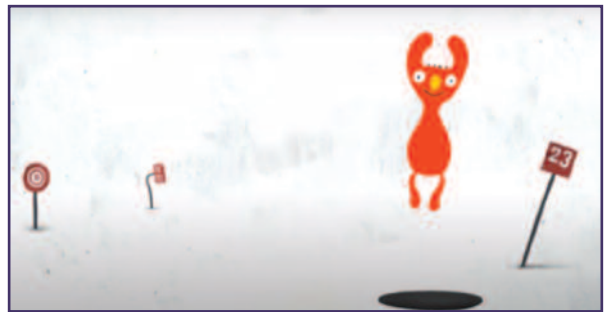
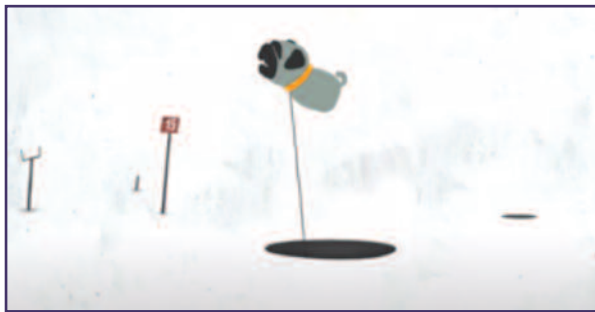
*I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. **LIT 0-09b / LIT 0-31a***

*I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 1-20a / LIT 2-20a***

*Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings. **ENG 1-31a***



Still images for activity 2c and 2d







Activity 3: **Expressive Arts – Art**

Using sugar paper, recreate some of these images from the film, a selection of which are on the following page. These can be painted using fluorescent colours or wax crayons would provide a richness of colour. If you have fuzzy felts, try and recreate some scenes that way.

You could also experiment with paint blowing with straws. Encourage the children to try and make lovely blob shapes that they can later create into new characters that they might find in the film. Add some googly eyes for good measure.



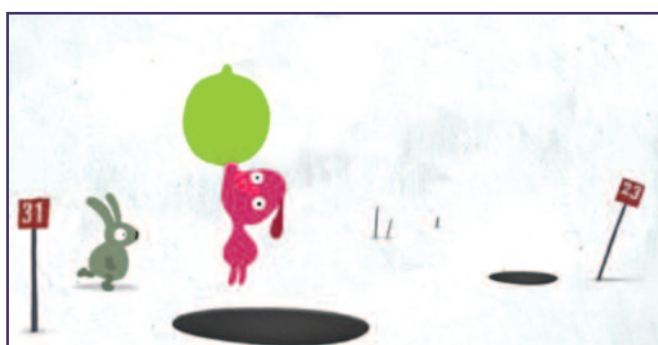
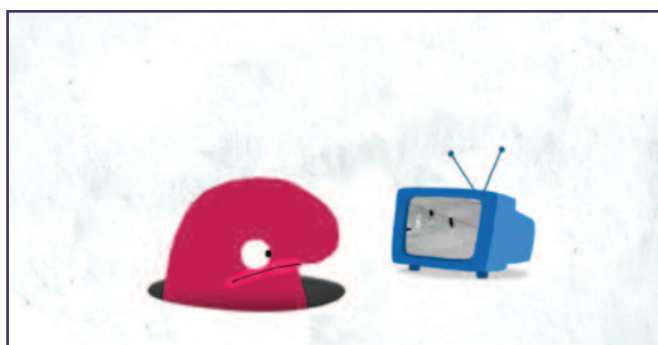
This lovely Twinkl video gives you some examples and ideas:

**How to Make Blow Paint Monsters | EYFS Art... – VideoLink**

*I have the freedom to discover and choose ways to create images and objects using a variety of materials. EXA 0-02a*

*I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a*

**Still images  
for Activity Three**





## Activity 4: **Expressive Arts – Music**

Sound plays an incredibly important role within this animation. The story, different characters and characters emotions are all portrayed through different sounds.

Pick different parts of the animation and have the children create their own soundtrack to accompany the short clip. This could be using body percussion – finger clicks, claps, taps, knee/shoulder taps etc.

Percussion instruments such as small drums, claves, woodblocks, castanets, chime bells, cabassa, tambourines, shakers, sandpaper blocks would all work well.

Once each group have worked on their part of the film, put the groups in order and have them play along to the animation, this will create a new sound story for the film.

Remember to mute the sound on the film as you do this.

*I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. **EXA 0-17a***

*I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. **EXA 1-17a***

*Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. **EXA 0-18a / EXA 1-18a***

## Activity 5: **Technology**

The colours and shapes of the characters are weird and wacky. Children will have had the opportunity to create their own characters using paper and paint, but this could be extended to using technology.

Using the programme Microsoft paint, Textease paint or any paint app you have access to. This could be in a computer suite or ipad or tablet. Have the children create a character that would fit in to Pryg-Skok.

Have them consider:

- What colour is the character?
- What shape is it?
- What movement does it make?
- Does it have a friend?

*I have the freedom to discover and choose ways to create images and objects using a variety of materials. **EXA 0-02a***

*I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. **EXA 1-02a***

*I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. **EXA 1-03a***

*I explore and discover different ways of representing ideas in imaginative ways. **TCH 0-11a***

*I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. **TCH 1-11a***



## Snowflake

2012, Dir. Natalia Chernysheva, Russia, 5' 44"

### Synopsis

Once there was a young boy who was sent a snowflake. He was so excited that he put it under his pillow to keep it safe as he slept. Before he closed his eyes, he made a wish and, in the morning, he woke up to find that the whole country was covered in snow!

This beautiful film is a visual feast with many comical moments – look out for the elephant and his tiny red hat. The narrative resembles a traditional tale with the message that wishes can be risky things.

There is no trailer for this film, but the full film can be viewed at:

**[“Snowflake” Natalia Chernysheva... – VideoLink YouTube](#)**

Do not show the children the full film before visiting the cinema.  
Use the full film for the follow up activities.

## After visiting the cinema

### Activity 1: Literacy – Listening and Talking

#### Questions for discussion

- What happened in the story?
- Try to sequence the events – can children name the animals in the film? (Leopard, bird, elephant, zebra, monkeys, snake and crocodile)
- Where do you think the film was set?
- What music did you hear that gave you a clue?
- Which bits of the film were funny?
- Who was your favourite character?
- Why do you think the filmmaker choose red for the boy's clothes?

*I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b*

*I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. LIT 1-11a / LIT 2-11a*

*To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17a*

*I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a*

*To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. ENG 1-17a*

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### Activity 2: Social Studies/Science/Technology

#### Climate

The film shows us what would happen if the weather changed drastically overnight. At the end of the film a fiery feather is sent back to the country where the snowflake came from (see image above). This short film can lead to a lengthy discussion about climate change and the way it affects people, animals and places.

Predict what would happen when the feather arrives in the land of snow and ice.

Older children can create their own storyboard to illustrate their ideas.



## Additional Resources

Climate change is something that children should be very aware of. Use some of the following resources to further discuss and teach about Climate Change.

**Climate change resources for schools | WWF**

**How to teach children about climate change – BBC Teach**

**Climate change: What is it and why is everyone talking about it? – BBC Newsround**

**Exploring climate change | Resources | National Improvement Hub (education.gov.scot)**

**Weather and climate change | Resources | National Improvement Hub (education.gov.scot)**

*Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. **TCH 1-02a***

*I can talk about science stories to develop my understanding of science and the world around me. **SCN 0-20a***

*I have contributed to discussions of current scientific news items to help develop my awareness of science. **SCN 1-20a***

*While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons. **SOC 0-12a***

*By exploring climate zones around the world, I can compare and describe how climate affects living things. **SOC 1-12***





## Wombo

2015, Dir. Daniel Acht, Germany, 6' 42"

### Synopsis

Wombo the alien lands in distress on planet Earth. He is chased by a dog, ends up in a vegetable basket and nearly gets cooked for dinner! But why is it all happening to him? The reason is simple: our alien friend happens to look like a potato!

There is no trailer for this film but share the title, the synopsis and the image above with the class. Do not show the children the full film before visiting the cinema. Use the film for the follow up activities.

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### After visiting the cinema

The full film can be viewed at:

[#WOMBO .... #The #Alien #Potato..... A beautiful #German #Short Film – YouTube](#)

### Activity 1: Literacy – Listening and Talking

#### Questions for discussion

- What type of animation is Wombo?
- Who are the characters in Wombo?
- What happened to Wombo in the film?
- Were you worried about Wombo?
- Do you think Wombo made it back to his planet?

*I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b*

*I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. LIT 1-11a / LIT 2-11a*

*To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17a*

*I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a*



### Activity 3: **Literacy – Writing**

At some points throughout the film, it doesn't look like Wombo will be successful in making it back to his spaceship. Imagine Wombo doesn't return to his planet...

#### **Activity 3a**

Create a 'Missing' poster for Wombo. Discuss the type of information needed for a missing poster. Use the template on the next page to create the poster.

*I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 1-20a / LIT 2-20a***

*As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. **LIT 0-21b***





# MISSING

Name: .....

Last seen: .....

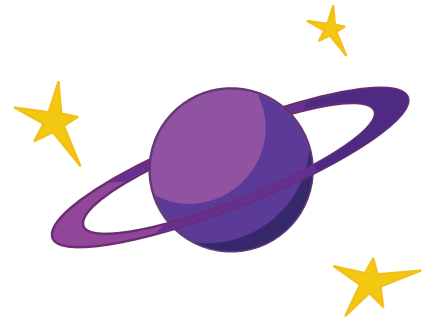
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**Activity 3b**

Wombo's home planet is a mystery. Ask the children where they think Wombo has come from. Watch the opening sequence to the film again. What kind of planet would Wombo live on? You could use this as an initial stimulus to explore a Space topic with the children.



Look at some images of different planets to help with inspiration. BBC Planets has some great images you could use.

The children are going to write a description of Wombo's planet. Encourage them to up-level their writing and really use their imagination. For younger children drawing the planet first may help them with their descriptive writing.

## Wombo's Planet

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*I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / LIT 0-31a*

*Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings. ENG 1-31a*





### Activity 3: **Expressive Arts – Music**

The children can learn to sing the song in an a cappella style. Use the trailer to help you with the rhythm and pitch of the song.

# PERFECT PIGGIES SWING SONG

The world is so confusing, so fast and full of strife, you feel that you are losing the simple joys of life. You're looking for something you haven't got, it may be illusion, but maybe not.  
Just look around you, stop, and think,

It's called perfection and it comes in pink!

(bah doo bah doink, doink, snuffle dee da, bah doo bah doink, doink, piggy doo wah, bah doo bah doink, doink, snuffle dee da, bah doo bah chatanooga piggy piggy piggely dee)

Did you ever see noses so wonderfully round? Where else could these curly little tails be found?  
The spring of our tail to our snuffling snout, our plumpness is pleasing, there isn't a doubt.  
And look at these ears so floppy and fine. You have to admit it, we're fabulous swine.

Chorus:

We are all perfect piggies and we know what we need. It's really very simple, very simple indeed. A trough full of food, a place in the sun, and a little bit of comfort when the day is done.

(Bah doo bah doink, doink, snuffle dee da, bah doo bah doink, doink, piggy doo wah,)

Now a piggy needs kindness, a piggy needs care, a piggy needs to frolic in the open air.  
A piggy needs hope, yes-a now and again, a piggy needs time in a piggy's own pen.  
We really don't ask to be greatly admired. We just wanna lie down when our trotters get tired.

(Chorus)

Now some have more wits, some have more style, but no one around has a lovelier smile.  
Some like to work, some like to think. Piggies are born to be chubby and pink.

Now a pig is a pig and that's how it should be, you have to be you, we have to be we.  
We go wee wee wee, all the way home, all the way home, all the way home. These little piggies go wee wee wee, all the way home, these little piggies go wee wee wee, all the way home, all the way home, all the way home. These little piggies go wee wee wee, all the way home, all the way home, all the way home, all the way home, all the way home, all the way home, all the way home, all the way home.

These little piggies go piggledybop.

*I enjoy singing and playing along to music of different styles and cultures. EXA 0-16a*

*I can sing and play music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance directions. EXA 1-16a*

## Extension Activity

There are some good examples of Barbershop Quartets available on YouTube. This would be another avenue to explore with the children. Many of them do more modern songs that the children may know and want to sing along to.

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### Activity 4: **Expressive Arts – Music**

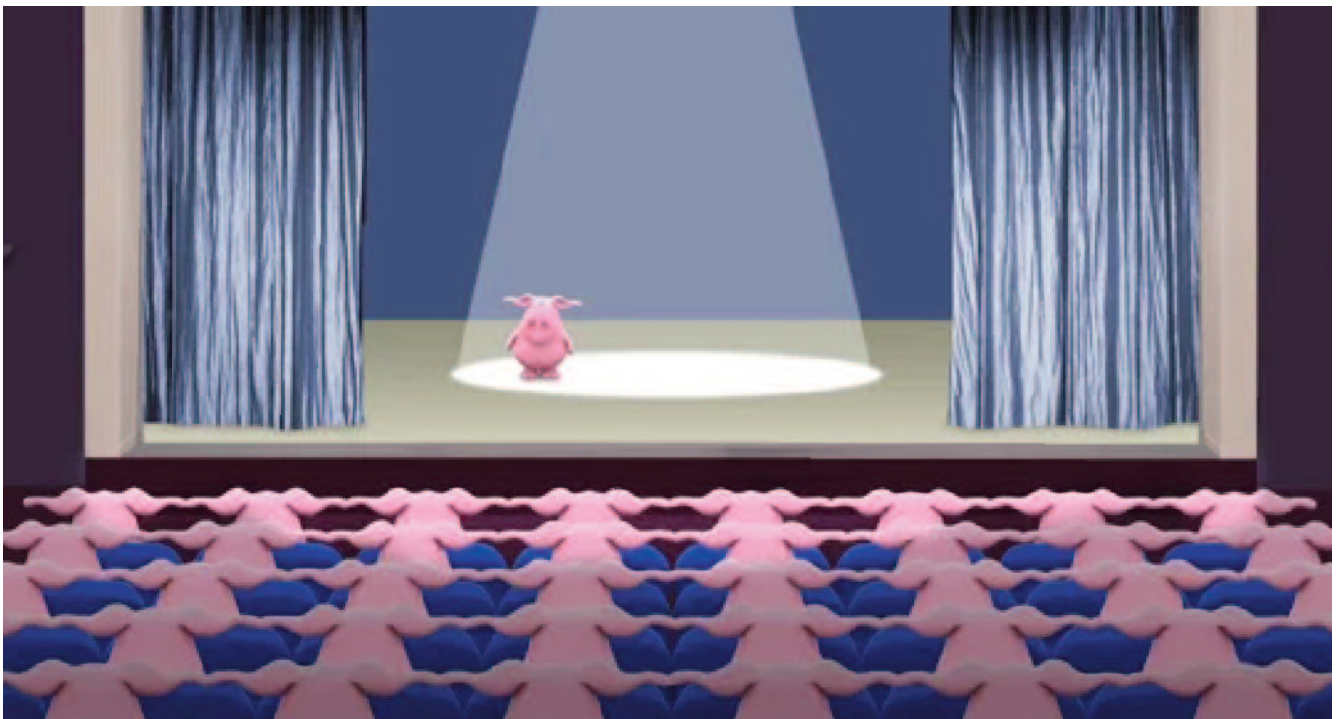
In co-operative learning groups set each group the task of learning the following musical terms:

- A cappella
- Quintet
- Swing
- Rhythm

Give the group the task of creating a poster for each term and coming up with a definition and way of explaining it. Using the technique of ‘3 stay one stray’ send one of your group members to another group to teach them the term. Have the groups rotate so that everyone learns the definition of each term. At the end have each group member share the definition of a different musical term.

*I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. **EXA 0-17a***

*I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. **EXA 1-17a***





## Looks

2014, Dir: Susann Hoffmann, Germany, 3' 14''

### Synopsis

Looks is a beautiful and simple animation telling the story of a lonely grey lynx who wants to fit in to a world of colourful animals. Unfortunately the animals exclude and bully him and will not accept him because of his looks. This animation will resonate with a lot of children and will evoke some strong feelings from them about how the lynx is treated.

### Before visiting the cinema

Show the children the trailer for the film. This can be found on Vimeo at:

<https://vimeo.com/131466190>

### Activity 1: Literacy – Listening and Talking

#### Questions for discussion

- What has happened in the short trailer?
- Why is the lynx upset?
- Why do the other animals not want him to join in?
- How do you think he feels?
- Have you ever felt like that?
- What do you think happens in the rest of the film?

## After visiting the cinema

Discuss with the children their predictions before they saw the whole film. Were any of them correct? Watch the film again to help with the follow up activities.

The full video can be found here: <https://susannahoffmann.com/looks>

Do not show the full film before visiting the cinema, only use it for the follow up activities.

*I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b*

*I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. LIT 1-11a / LIT 2-11a*

*To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17a*

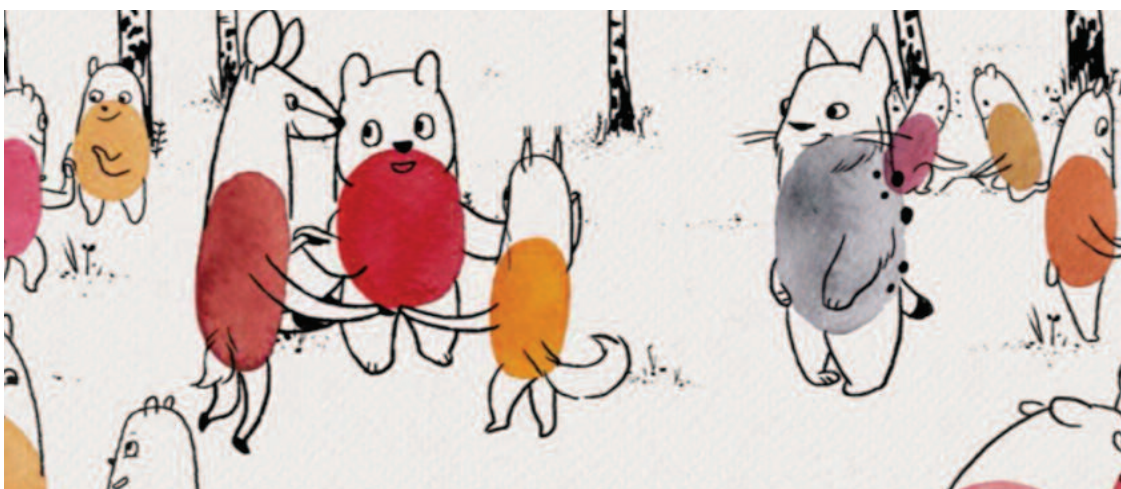
*I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a*

### Activity 2: Health and Wellbeing

Share that you are going to use the film to explore different emotions the characters showed throughout the film. Use the screen shots below as a stimulus for discussing the emotions. Encourage the children to use a variety of vocabulary. For younger children you may need to provide some alternative vocabulary eg. sad, upset, tearful, down in the dumps etc. Have the children create posters for each character, ask them to choose a word they would like to be responsible for. They could work individually, in pairs or in groups to create emotions posters.

*I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. HWB 0-08a/ HWB 1-08a*

*I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 0-14a/ HWB 1-14a*



happy   cheerful   friendly   excited   nervous





sad    confused    puzzled    mean    nasty    teasing  
 unkind    upset    down-hearted    disappointed    unfair



guilty    sorry    regret    unhappy    sorry for the other animal



happy    accepted    joyful    pleased    included

### Activity 3: **Expressive Arts – Art**

The creator of this animation has used a very simple method that can be recreated in the classroom.

A lovely way of showing everyone's uniqueness would be to create their own colourful individual creatures. Let the children study some of the images from the film and discuss some of the animals that feature in it. Let the children practise drawing some very simple outlines. They could copy some from the film to start before moving on to drawing their own.

Using block paints get everyone to make a fingerprint. This could be on an individual A5 sized piece of paper or as a whole class collage.

Once the children have printed their fingerprint, let them use their creature they have already practiced drawing and draw around their print. Remind them to keep it simple. They could do this in pencil first and then trace over using a black fine liner.

Encourage them to keep the outline simple so they can go back and add detail after, for example some feathers, some tufts of fur etc.

*Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 0-05a/ EXA 1-05a*

*I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a*

## Activity 4: Health and Wellbeing

Some children will find the unstructured nature of play time difficult. Discuss with the class if being left out of a game has happened to them. How did this make them feel? Sometimes children lack the knowledge and social skills to initiate and sustain a game and find playing together difficult. Teaching some playground games could help this and allow for everyone to feel included.



Some examples of games that can be taught are:

- Tig
- Hop scotch
- What's the time Mr Wolf
- Skipping games
- Hand clap games

Designs & Lines has some fantastic ideas on it and can be found at:

**The 51 Best School Playground Games for Kids | Brought to You by Playground Experts**  
([designsandlines.co.uk](https://designsandlines.co.uk))

*I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules. **HWB 0-23a***

*I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. **HWB 0-25a***

*Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space. **HWB 1-25a***

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## Additional information

Be sure to look at Susann's website where she shows you some of her lovely sketchbooks, there is also a section called Freebies. <https://susannahoffmann.com/looks>



## Kuap

2018, Dir. Nils Hedinger, Switzerland, 7' 38"

### Synopsis

A tadpole somehow misses out on becoming a frog and is left behind, alone. But there is much to discover in the pond and spring is sure to come again next year. A little story about growing up.

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### Before visiting the cinema

There is a trailer for the film. It can be found here:

**Teaser KUAP (2018) – YouTube**

**KUAP – An animated short film byl Nils Hedinger**

There is also this fantastic poster that has been created in an extremely generous press kit which can be found here: **KUAP – An animated short film byl Nils Hedinger**

The full film is also available on Vimeo. Create a free account to view the film.

**KUAP on Vimeo**

Do not show the film until after the visit to the cinema. Only use the full film for any follow up activities.

## Activity 1: Literacy – Listening and Talking

### Activity 1a

Using the poster, encourage the children to share ideas for what they think the film could be about. Draw their attention to the main character, the tadpole in the foreground. There are other tadpoles in the background how do we know who the main character is?

Also encourage them to look closely at the background. How is it different from the animation. Discuss why they think the animator has done this. Record their answers and use these after the visit to the cinema.

### Activity 1b

Using the trailer ask the children to consider and discuss the following questions.

#### Questions for discussion

- Who is the main character?
- What other characters can they see?
- Where is the animation set?
- What happens to the other tadpoles?
- Why do they think this doesn't happen to the main tadpole?

## After visiting the cinema

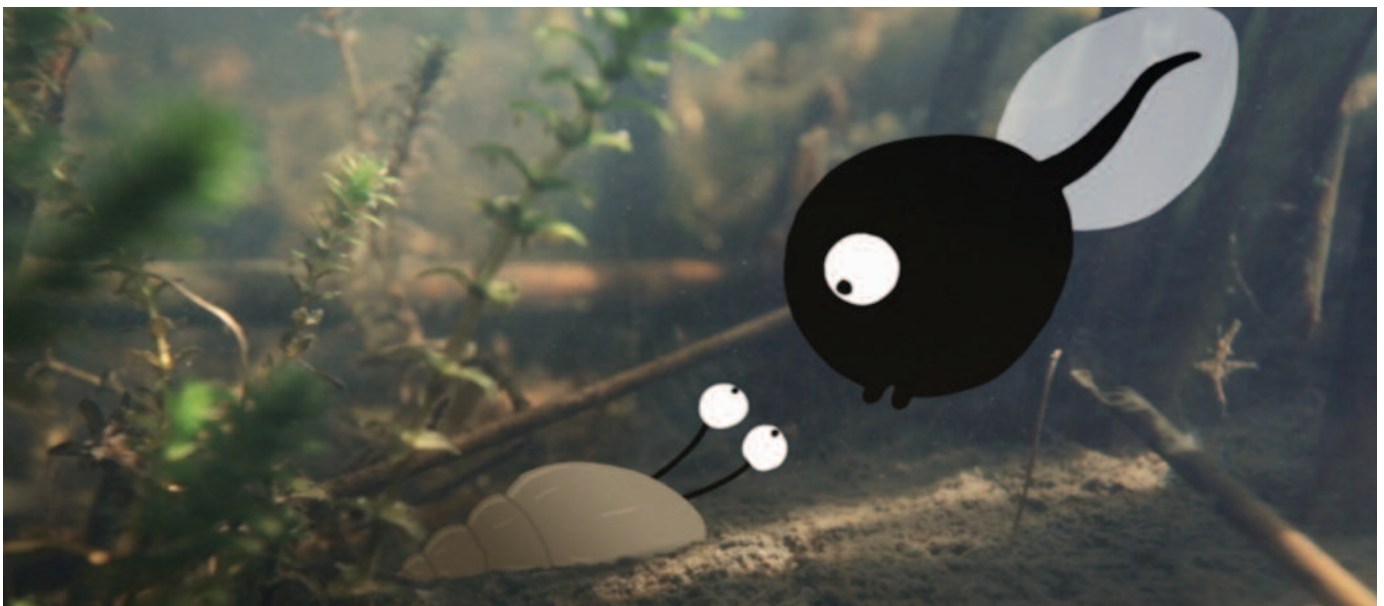
Recap the predictions made from using the poster or the trailer. Were any of the predictions correct?

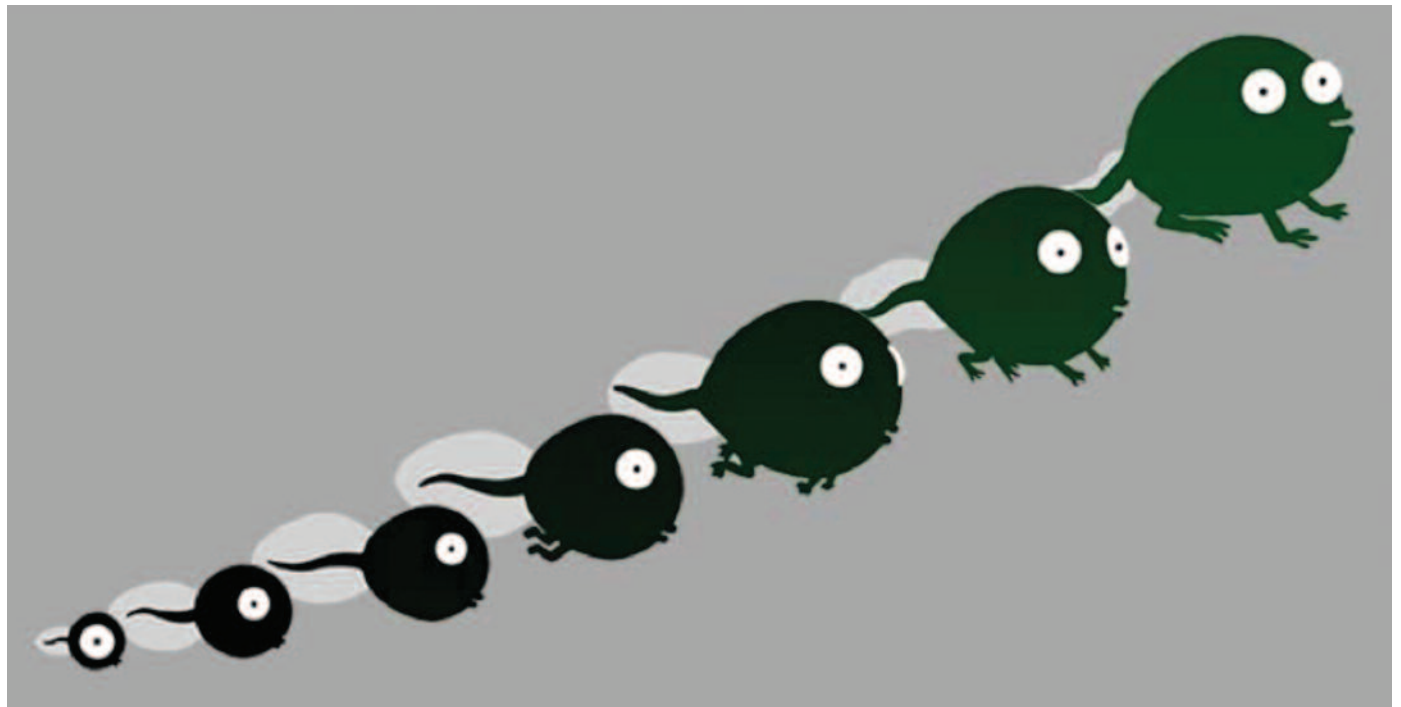
*I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b*

*I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. LIT 1-11a / LIT 2-11a*

*To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17a*

*I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a*





## Activity 2: **Science**

This film lends itself to SO many learning opportunities. The first to look at is the life cycle of a tadpole-frog. The environment in which a tadpole lives and grows impacts the changes that happen.

In his press kit release, Nils explains the reason behind why our tadpole doesn't change. Using the image above, teach a lesson on the lifecycle of a tadpole-frog.

Have the children create their own lifecycle depicting the changes from frogspawn, tadpole, froglet, frog. For younger classes have the children draw the lifecycle and use the key words to describe the stages. Use the template on the next page.

For older classes, have the children draw the stage and then write a description to match what happens at each stage.

*I have observed living things in the environment over time and am becoming aware of how they depend on each other. **SCN 0-01a***

*I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions. **SCN 1-01a***

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## **Additional resources**

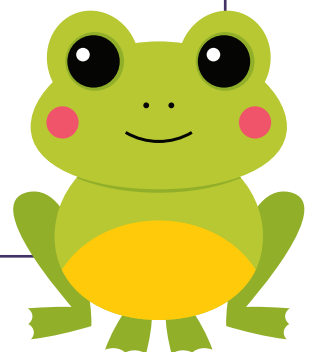
**What is a life cycle? – BBC Bitesize**

**Animal life cycles – BBC Teach**

**The Frog Life Cycle for Kids – National Geographic Kids ([natgeokids.com](http://natgeokids.com))**



## Life Cycle of a Frog

### Activity 3: **Literacy – Writing, Science and HWB**



Read the Directors Statement with the class. This can be found at:  
**KUAP – An animated short film by Nils Hedinger**

#### **Activity 3a**

Download the press kit release that accompanies the film. With the class, explore the ideas of animals and humans developing at different rates and discuss how as humans we change over time as well. This would be a good opportunity to explore the timeline and changes from a baby to the age the children are now.

*I have observed living things in the environment over time and am becoming aware of how they depend on each other. **SCN 0-01a***

*I am learning about where living things come from and about how they grow, develop and are nurtured. **HWB 0-50a/HWB 1-50a***

#### **Activity 3b**

Using the press kit, also explore the idea of the animation being based on wildlife facts. Use this to learn more about different species of frogs and amphibians. The children should gather facts using different sources to create a fact file. Use the template below to create the fact file.

*Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. **LIT 0-26a***

*I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. **LIT 1-24a***

*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***

#### **Activity 3c**

This can also be used to start a discussion about evolution and adaptations that animals have made over millions of years to survive. BBC Teach have an entire series on this:

#### **Evolutionwatch – BBC Teach**

*I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions. **SCN 1-01a***

*I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. **SCN 1-02a***

*I recognise that we have similarities and differences but are all unique. **HWB 0-47a***

*By comparing generations of families of humans, plants and animals, I can begin to understand how characteristics are inherited. **SCN 1-14a***





**Description**

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**Diet**

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**Habitat**

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**Other interesting facts**

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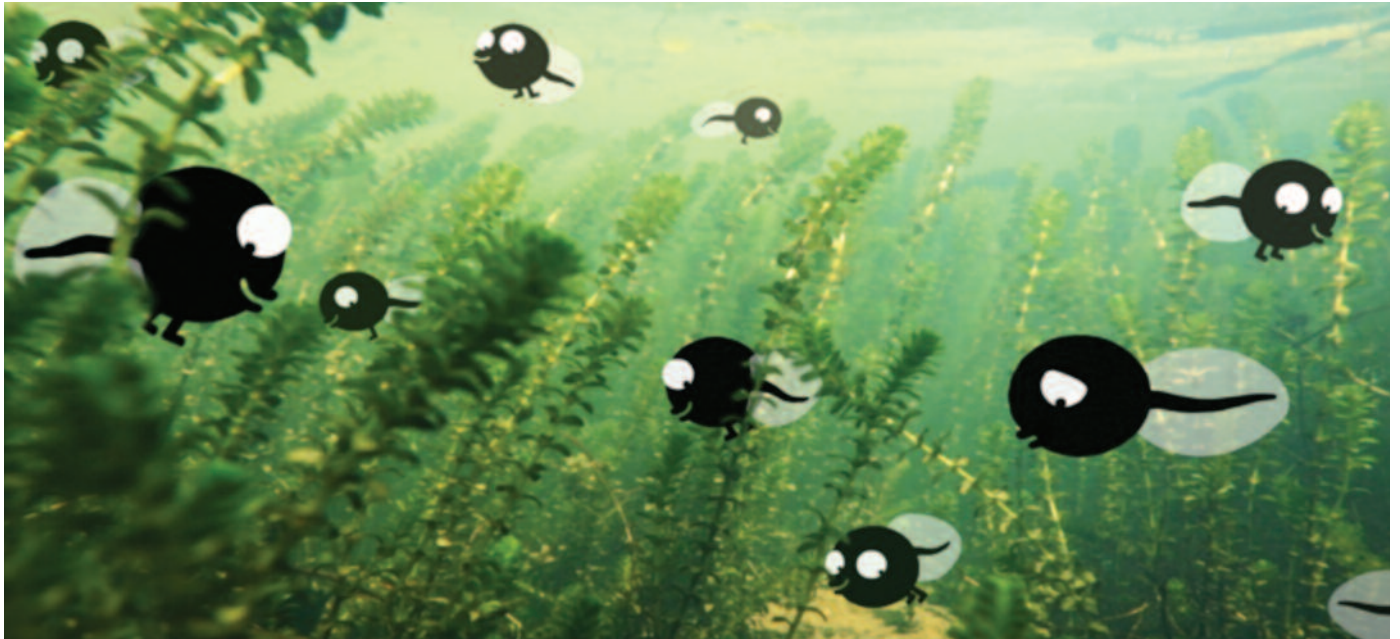
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#### Activity 4: **Expressive Arts – Art**

One of the most beautiful things about this animation is the use of the 2D animation for the characters and the live action backgrounds.

It would be lovely to use different techniques and materials to re-create some of the stills. There are a few options to do this.

##### **Option 1**

You could go out into an outside space and collect some large leaves and ferns and use these to create prints in paint. Make your little tadpoles by using circles cut out of black and white paper. Draw a little eye onto the white paper.

##### **Option 2**

Use the ferns and stick them down onto some paper or card. Hide your paper tadpoles in amongst them to look like pond weeds.

##### **Option 3**

Ask for donations of gardening magazines, fishing magazines, wildlife magazines. Use the images from the magazines as your background and again, create your little tadpoles from paper. Stick them down to hide amongst the real images just like in the animation.

Alternatively you could paint a little tadpole using black paint or have the children use a black felt pen to draw and cut out a tadpole. Googly eyes can always be added!

*I have the freedom to discover and choose ways to create images and objects using a variety of materials. EXA 0-02a*

*I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a*



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## 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](mailto: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](mailto:sarah.derrick@dca.org.uk)