

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack:
**Shorts for Middle Ones 2023 –
The Boy And The Elephant (Le garçon et l'éléphant)**

First and Second Levels | Created by Tinike Dingwall

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

DCA

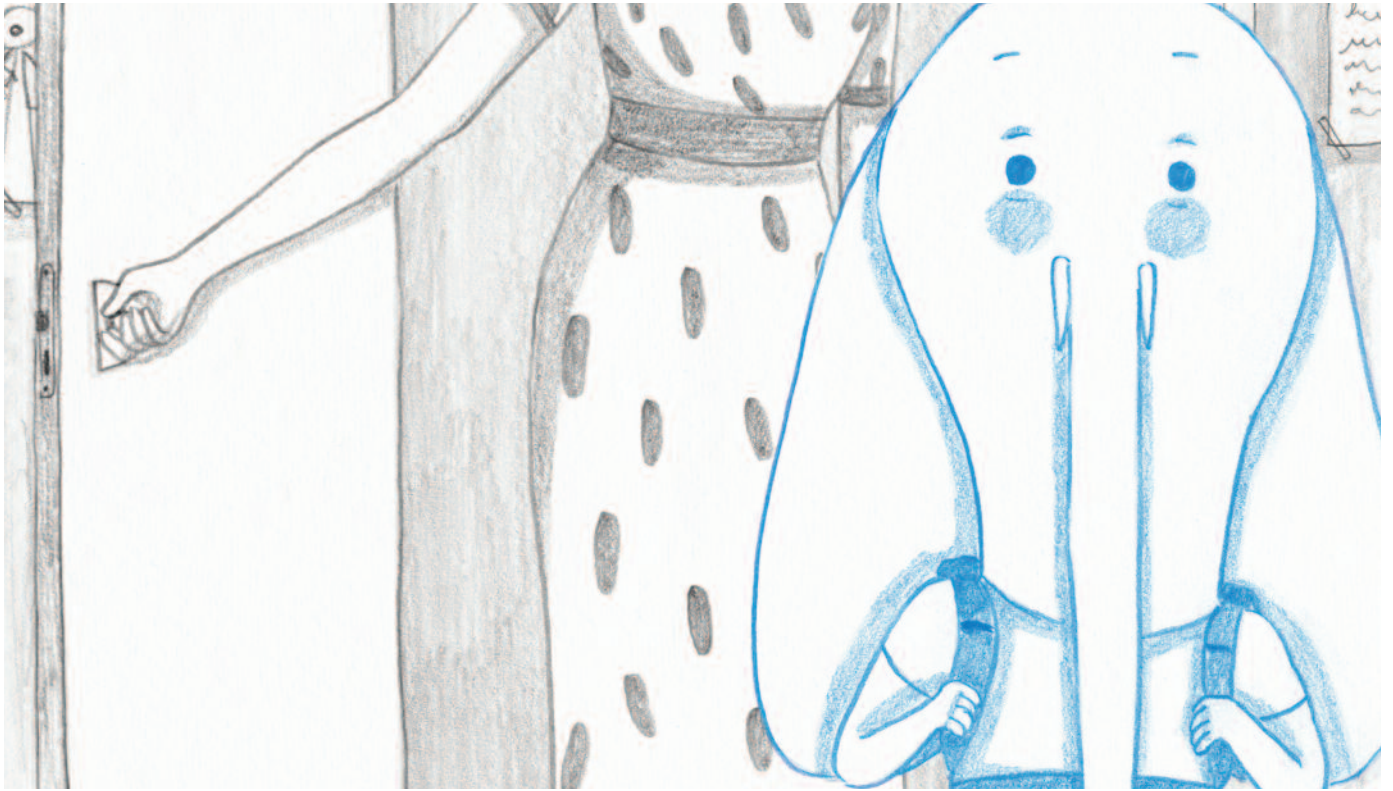
Dundee Contemporary Arts

DUNDEE
ONE CITY, MANY DISCOVERIES

CREATIVE LAND SCOT
ALBA | CHRUTHACHAIL

discoveryfilmfestival.org.uk

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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>:

The Boy And The Elephant (Le garçon et l'éléphant)

Dir: Sonia Gerbeaud

France 2022 / 6m40s

French with English subtitles

The Boy And The Elephant (Le garçon et l'éléphant)

Synopsis:

The arrival of a new elephant-headed student in class triggers mockery and sarcasm. One of the students seems captivated and disturbed by this strange child.

Underlying themes:

A great film which looks at how those who are different are treated by others. A super use of colour in the film to highlight characters and feelings.



Before watching the film

Have a look at this poster for the film. Who are the main characters in the film? What language will this film be in? Do you know any of the words in English? What type of film do you think it will be – happy/sad etc?

As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. LIT 1-04a

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. LIT 2-04a

After watching the film

Activity 1: Film Literacy

Discussion – There are only 2 characters who have colour in the film, why do you think this is? The colours are blue and red, what do you think these colours represent?

Task – Create a new character to join the class. What colour would they be and why?

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

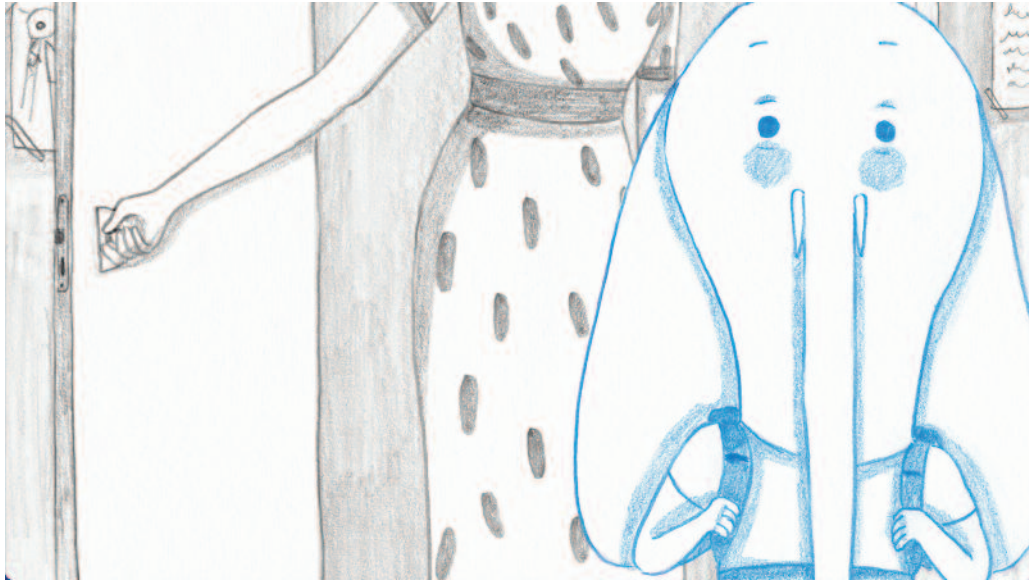
I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a



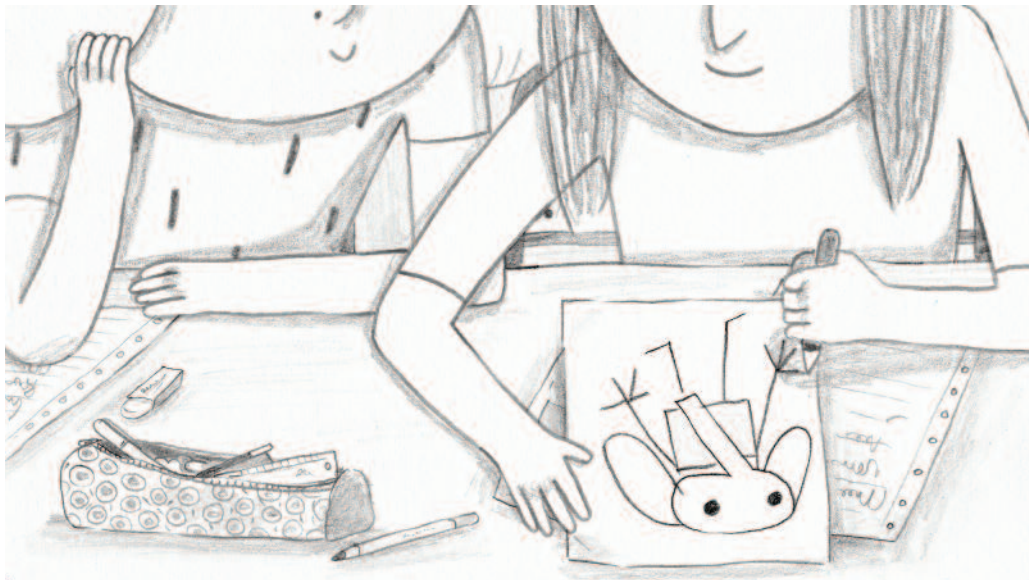
Activity 2: **Health/Wellbeing**

Materials – Worksheet 1 (attached at the end of the pack)

Think about how the elephant and the boy feel at different parts of the film.



This is when the elephant first enters the classroom. How would he be feeling? How did you feel on your first day of school? Have you ever had to move into a new school?



What are the children doing here? How would this make the elephant feel? Has anyone ever done anything unkind like this to you? How did it make you feel?



How do you think the elephant feels when the other boy comes up to him and is kind? Can you think of a time when someone has been kind and friendly to you?

What should the other pupils have done when the elephant joined the class? Why did they treat him like that? What could you do when a new pupil joins your class?

LINK: *The Boy At The Back Of The Class* is a great novel about a refugee boy who joins a class. As he can't speak much English lots of rumours begin about him, the story is a great one of friendship.

<https://www.booktrust.org.uk/book/t/the-boy-at-the-back-of-the-class/>

I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 0-10a / HWB 1-10a / HWB 2-10a



Activity 3: **Art & Design**

When the elephant is on the roundabout the image on the wall of the bird appears to move. Why not try to make your own zoetrope with your class?

Here is some information on the science behind it:

<https://letstalkscience.ca/educational-resources/interactives/zoetrope#:~:text=When%20a%20person%20looks%20through,they%20appear%20to%20be%20moving>

Here is a guide to making your own zoetrope:

<https://www.wikihow.com/Make-a-Zoetrope>

If you think this is a little too difficult to do with your class then you could use the same moving image idea to make their own flip-books.

<https://www.youtube.com/watch?v=Un-BdBSOGKY>

*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 have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. **EXA 2-02a***

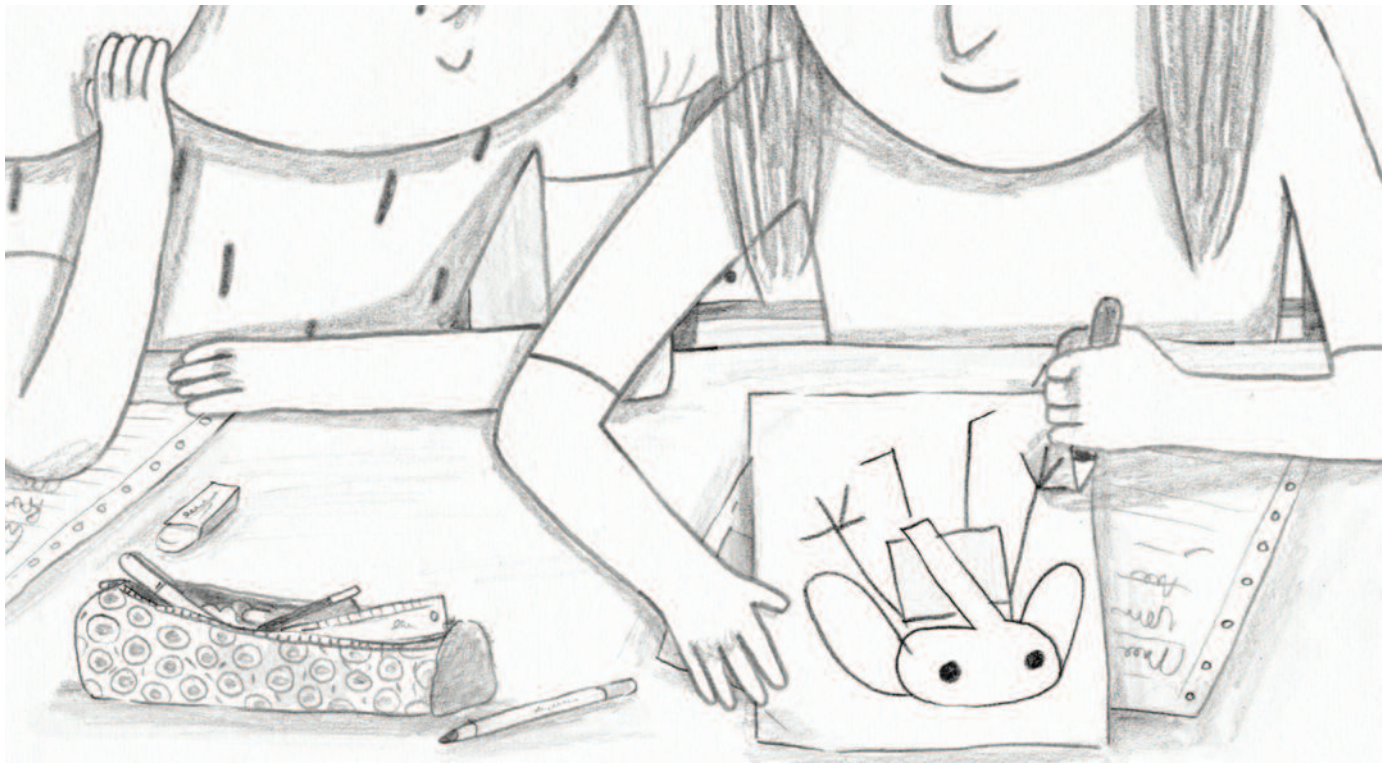
Activity 4: **Dance**

In the film the boy and the elephant have a little dance together and end up laughing together. Can you make up a dance routine with a partner? Think about a theme for your dance. Present your dances to the rest of the class and give feedback on what you liked about each other's dances.

*I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice. **EXA 1-08a***

*I can explore and choose movements to create and present dance, developing my skills and techniques. **EXA 2-08a***

*I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 0-11a / EXA 1-11a / EXA 2-11a***



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