

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences

.....



Teachers' Resource Pack:

Shorts for Wee Ones – Kukeleku

First level Ages 3+ | Created by Matthew Pound

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

© 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 21st Century Literacy/moving image texts

Each resource is free and available to download from:

<https://www.dca.org.uk/discovery-film-festival-resources>

Kukeleku

Dir: Jelle Janssen

Netherlands, 2024 / 3 mins

Dialogue free

A proud cockerel stands tall, eager to summon the dawn with his cry, yet no sound escapes him. Instead, another cockerel arrives and belts out the cry bringing the sun. Upset and eager to help, the first cockerel finds a squeaky toy to help and competes for the job of calling in the dawn. Will one emerge victorious, or will they find a way to bring the dawn together?

No content warnings.

Age and stage recommendations, including CfE objectives:

Literacy: **LIT 1-09a, LIT 1-11a, ENG 1-31a**

Modern Languages: **MLAN 1-07a**Expressive Arts: **EXA 1-03a, EXA 1-04a**

This film is a great introduction to simple stop motion and the effect of lighting and simple set design to tell a short story. It could serve as a great stimulus for making your own short movies and looking at what creative techniques were used to bring the wooden chickens to life.





Before watching the film:

Activity 1: **Poster Analysis (Literacy)**

Before watching the film, ask the pupils to look at the poster for the film **Appendix 1** and make inferences based on the poster. Use the following questions to lead discussion:


- 1 Who do you think the main character is and why?
 - 2 What do you think the relationship is between the characters?
 - 3 What do you think the background might tell us about what happens?
 - 4 What do you think the title *Kukeleku* means in English?
 - 5 Look at the house more closely. What part in the story do you think it will play?
 - 6 What materials do you think were used to create this stop motion movie based on the poster?
-

Activity 2: **Design your own set for a stop motion movie (Expressive Arts, STEM)**

The film features a simple but detailed set that uses changing light to affect the story. Look at how the set was created and brought to life. By creating a paper model first, the director was able to create a wooden version and bring it to life slowly with lollipop sticks, paint and some wooden pieces.

Using their set as inspiration, design your own set for a stop motion movie. See **Appendix 2** on how the Director completed his process of creating a set.

Brainstorm ideas of what makes great sets for stop motion movies. What kind of materials could you use or what existing items do you have that can be easily used for a backdrop of your short movie.



Activity 3: **Cock a Doodle Doo? (Modern Foreign Languages)**

The title *Kukeleku* is the Dutch word for “Cock a Doodle Doo” try and pronounce the title in different languages around the world:

- **English:** “Cock a Doodle Doo” (say *it like*: kok-a-doo-dl-doo)
- **Dutch:** “Kukeleku” (say *it like*: koo-kuh-lay-koo)
- **French:** “Cocorico” (say *it like*: koh-koh-ree-koh)
- **Spanish:** “¡Quiquiriquí!” (say *it like*: kee-kee-ree-kee)
- **German:** “Kikeriki!” (say *it like*: kee-keh-ree-kee)
- **Croatian:** “Ku-Ku-Ku” (say *it like*: koo-koo-koo)
- **Swedish:** “Kuk-A-Klottra-Duo!” (say *it like*: kook-a-klot-tra-doo-oh)
- **Japanese:** “Kokekokkō!” (say *it like*: koh-keh-kok-koh)
- **Italian:** “Chicchirichì!” (say *it like*: kee-kee-ree-kee)

What do you notice the different words have in common? Do you notice any common sounds or patterns across the different languages?

Activity 4: **Lighting (Literacy)**

The film uses lighting and its setting very well to show the passage of time. The use of light helps us understand what time it might be and keeps the story moving forward. In this case the filmmaker uses light much like a writer uses words to help tell the story. It can also help show emotion of the characters in the scene.

- When did the film look bright and sunny?
- How did the characters respond to the light?
- When did the film look dark and gloomy?
- Did it affect the characters mood or reflect what they were doing?

Create a short story where light and setting play a key part in the plot. Have bright light reflect things going well or joyous for the characters and low light or darkness reflecting a low point in the story.

Using a torch and action figures act your story out and reflect on how your use of lighting affects the story.

Activity 5: **Paper Stop Motion (STEM)**

The title words are animated in stop motion too using painted wooden letters on a glass top with changing light underneath. By using a green background underneath the glass top the director can change the background later but still have it effected by the changing light effect.

Have a go at creating your own message with stop motion. Set up an iPad with the Aardman Animator app and use cut out letters to create a message.

Tips for animating:

- Keep the camera still throughout the whole process.
- Small changes between pictures will make the movement smoother.
- Big changes between pictures can make it look fast.
- Use a green piece of paper as the backdrop if you want to replace it later.

Here <https://youtu.be/iG3NPqL7HJs> you can watch examples of pupil stop motion attempts that could be replicated.





Appendix 1: Film Poster



A man is holding a small object over a whiteboard. The whiteboard has the following dimensions marked: 58 cm (width), 20 cm (height), 50 cm (width), and 24 cm (height). The man is holding a small object, possibly a piece of paper or a small object, over the whiteboard.



A small, handcrafted model of a traditional house. The roof is made of numerous small, reddish-brown tiles arranged in a gabled pattern. The walls are made of a light-colored, textured material, possibly plaster or paper, and are supported by dark, vertical wooden posts. The house is set against a dark background.



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

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