

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences

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## Teachers' Resource Pack: **Shorts for Wee Ones – Nina's Friend**

Early Years | Created by Lindsey Law

**Discovery Film Festival: Sun 25 October – Sun 2 November 2025**

**DCA**

Dundee Contemporary Arts

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SCOT  
ALBA | CHRUTHACHAIL

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**[dca.org.uk/discovery-film-festival](https://dca.org.uk/discovery-film-festival)**

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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 21<sup>st</sup> Century Literacy/moving image texts

Each resource is free and available to download from:

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

### ***Nina's Friend***

Dir: Neyrouz Jemour

Belgium 2023 / 5m50s

Dialogue free

Nina is a young girl who doesn't really know how to communicate with other children her age. One day she forms a new friendship in the park with Ellie. When Nina's insecurities around her new friendship start growing, her fears of losing her new friend quickly overwhelm her and have things getting out of hand.

This deceptively simple dialogue free animation deals with a child being alone at first, then making a friend. She then feels abandoned and has strong emotions over this. Whilst there is a positive resolution in the end, some children might feel a little upset by this. There are key points to be addressed through discussion and help children to recognise how they can respond positively.

The filmmaker has firsthand experience as a child on the autism spectrum who often had difficulty in communicating and making friendships with peers not on the spectrum. Miscommunication often leads to problems. Learning to communicate and having accepting friends is important for the wellbeing of children. Opportunities for this should come through the discussions and activities within the pack and produce a helpful entry into this sensitive area.

Age and stage recommendations, including CfE objectives:

The following CfE Experiences and Outcomes are covered in this pack:

Health and Wellbeing: **HWB 0-01a, HWB 0-02a, HWB 0-04a, HWB 0-05a, HWB 0-06a, HWB 0-08a, HWB 0-14a**

Literacy – Listening and Talking: **LIT 0-01b, LIT 0-01c, LIT 0-02a / ENG 0-03a, LIT 0-04a, LIT 0-07a / LIT 0-16a / ENG 0-17a, LIT 0-09a, LIT 0-09b / LIT 0-31a, LIT 0-10a.**

Art and Design: **EXA 0-05a, EXA 0-06a**

There is a saying that a picture is worth a thousand words. This animation is telling a story entirely through the use of pictures and especially colour. This evokes emotions ranging from delight to deep anger and disappointment. It portrays the feelings and strong emotions felt by a child. It is an excellent entry into exploring powerful feelings and emotions and how to recognise and manage them successfully.

I have used Discovery Film Festival films and animations for many years. The range, style and content lend them to a myriad of refreshing uses. They cover a wide range of curricular areas. Classes of a wide range of abilities respond in different but positive ways. Classes who went to the cinema to see these films still reference them years later. I hugely value the resources that I have at my fingertips thanks to the Discovery Film Festival films.



## Before watching the film:

### Activity 1: **Poster Discussion/Questions (Literacy: Listening and Talking)**

Posters serve to advertise a film but also to prepare audiences for what they are about to see.

Examine the poster carefully in **Appendix 1**.

This can be done by showing it on an interactive whiteboard or using printed copies.

Now answer the following questions:

- What do you think the film will be about?
  - Do you think the film will be a cartoon animation or a realistic live action film? Give reasons for your answer.
  - What is the name of the main character?
  - What do you think about the type of lettering used on the poster? Why do you think it was used?
  - There are three colours used in the poster. There are two main colours and one minor one. Describe the colours used.
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### Activity 1: **Discussion/Questions after the film (Literacy: Listening and Talking)**

- What is Nina doing in the park at the beginning of the film?
- What are the other children doing in the park?
- What does Ellie, the character in yellow, bring to share with Nina?
- What do Nina and Ellie do when they are together in the park?
- What does Ellie give to Nina which pleases her immensely?
- What does Nina do to show her anger and upset when Ellie goes to play with another person in the park?
- How does this make Ellie feel when she sees what has happened to the picture she gave to Nina?
- What does Nina do to show she is sorry and wants to be friends?
- How does the film end?
- Was this what you thought the film would be about?
- Compare the colours used in the poster with the colours used for the characters.
- Think of a name for the third character.



### Activity 3: **Create the Story Sequence using the Sequence Images** (Literacy: Listening and Talking)

Divide the class into small discussion groups with adult support.

Issue copies of **Appendix 2a** to each group or project on to an interactive whiteboard.

Examine all the images in **Appendix 2a**. Discuss each image and then place it in the sequence it appears in the film animation using the framework provided, **Appendix 2b**.

Alternatively, print out copies of **Appendix 2a** and **Appendix 2b**. Cut out the images and place them in the appropriate place on the framework of **Appendix 2b**. If using the interactive whiteboard then each group will move the images around as they feel appropriate.

Each group is to present their conclusions to the rest of the class/group.

Learners to identify where there is agreement in their decisions. Once this is done, the cut-out images should be glued in place and used for **Activity 4** if using paper copies.

Now look at the images on **Appendix 3**. Compare the images to show the beginning and end of the story and how Nina now has learned to have a friend. Pay particular attention to the colours used by each character and match them to the other characters in the film.

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### Activity 4: **Match Pictures with Emotions (Health and Wellbeing)**

Colour is used throughout the animation to denote the range of emotions felt by Nina. Darker colours and shades are used to express intense and unhappy feelings. Brighter colours are used to express happier and more joyful feelings.

The character shown in yellow is called Ellie. The other character is unnamed but could be named by learners as suggested in **Activity 2**.

Using the completed **Appendix 2b**, either as a class or group activity, discuss and then label the emotions and feelings shown in each image. Equally this could be done as a follow up activity if previously completed on the interactive whiteboard.



## Activity 5: **Create a Picture You Would Give a Friend (Art & Design)**

Nina was able to communicate with Ellie and her friend by drawing a picture. She thought carefully about the colours she used.

Draw a picture you would like to give to a friend. Choose your favourite colour(s). There is an outline on **Appendix 5** which can be used if wished or learners can draw a completely different picture. The children in the film made lots of different pictures in lots of colours (see **Appendix 4** for a visual reminder)

All pictures should then be collected and displayed for all to see.

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### More Information

There are a wide range of materials and activities available for pre-school learners which can help in learning more about their emotions. Here are a few:

Emotions Activities for Preschoolers – Twinkl:

<https://www.twinkl.co.uk/blog/emotions-activities-for-preschoolers>

Dealing with feelings:

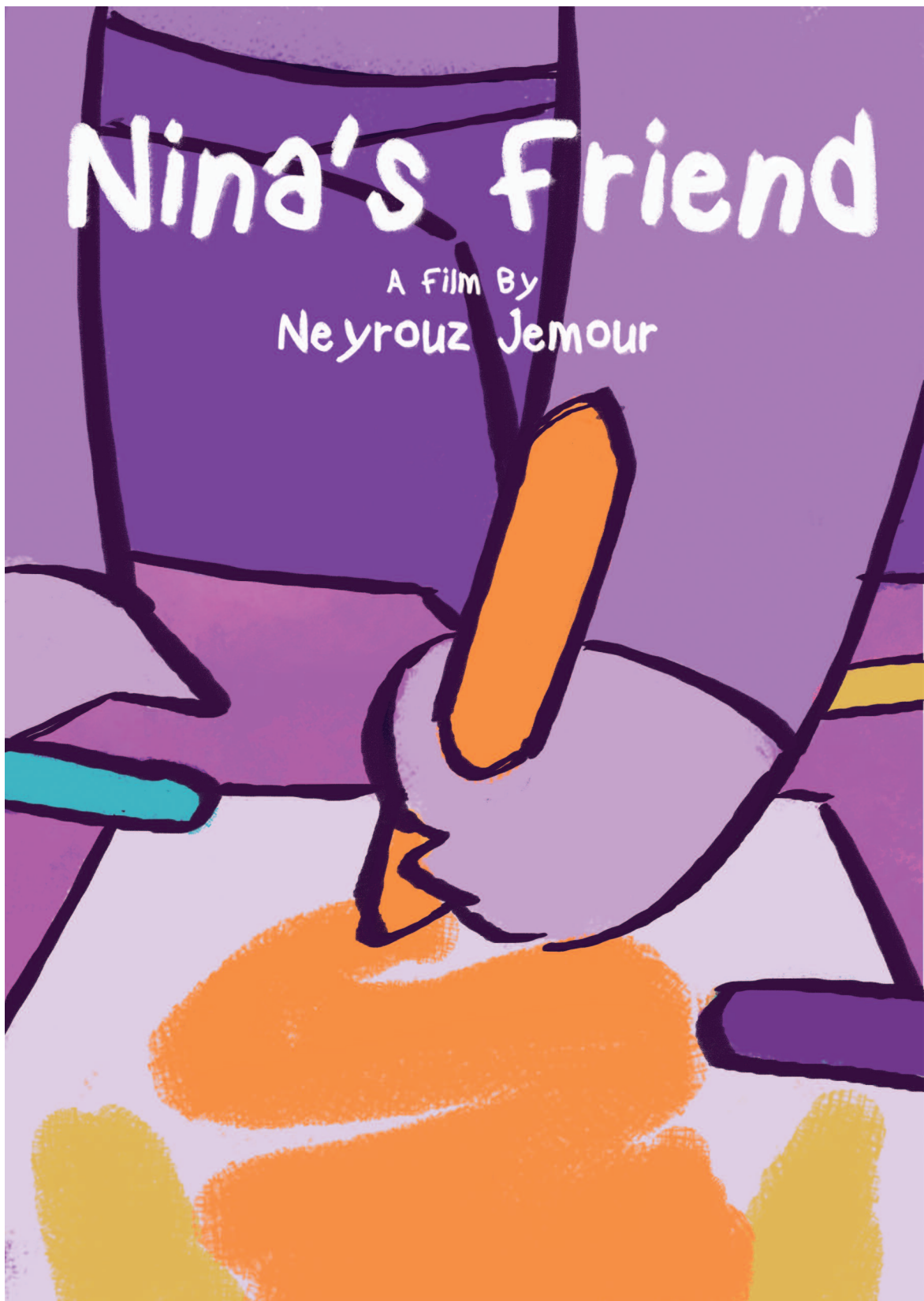
**BBC Bitesize:** <https://www.bbc.co.uk/bitesize/articles/zkgdcqt>

Feelings Song, Emotions Song, The Singing Walrus on You Tube





## Appendix 1





Appendix 2a Story Sequence Cards







Appendix 2b Story Sequence Framework

1)

2)

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3)

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4)

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5)

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6)

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7)

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8)

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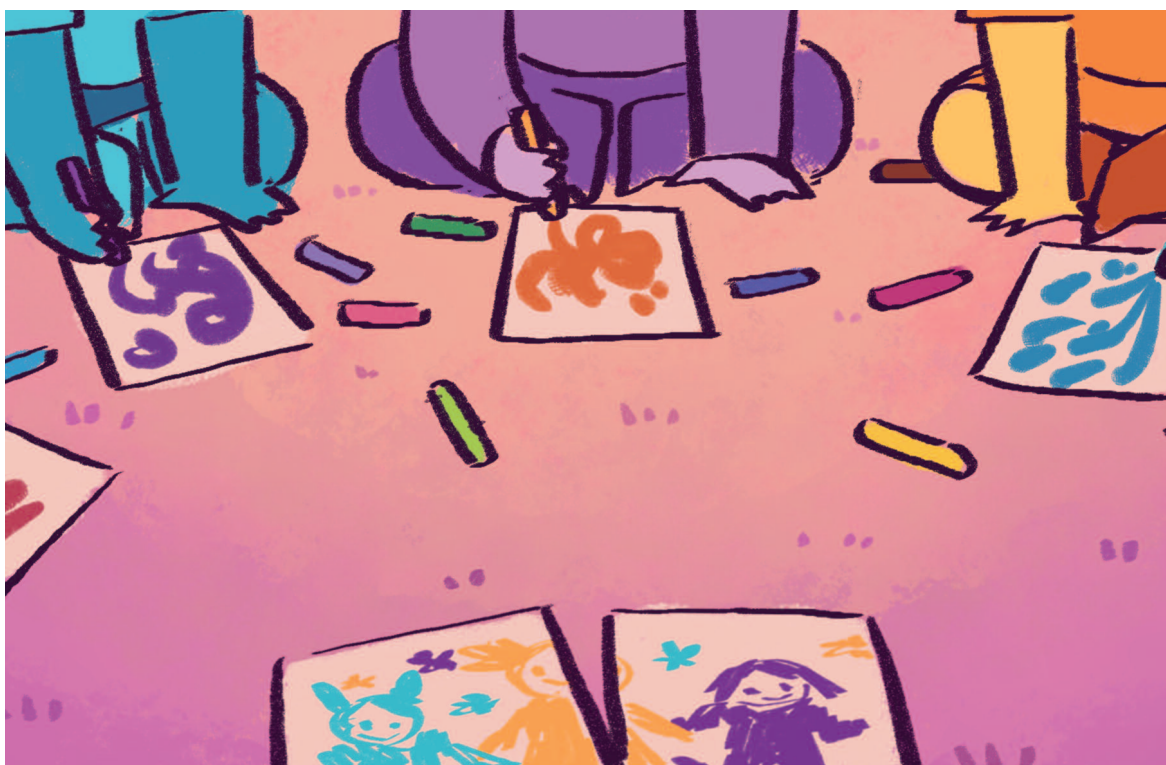


### Image 1



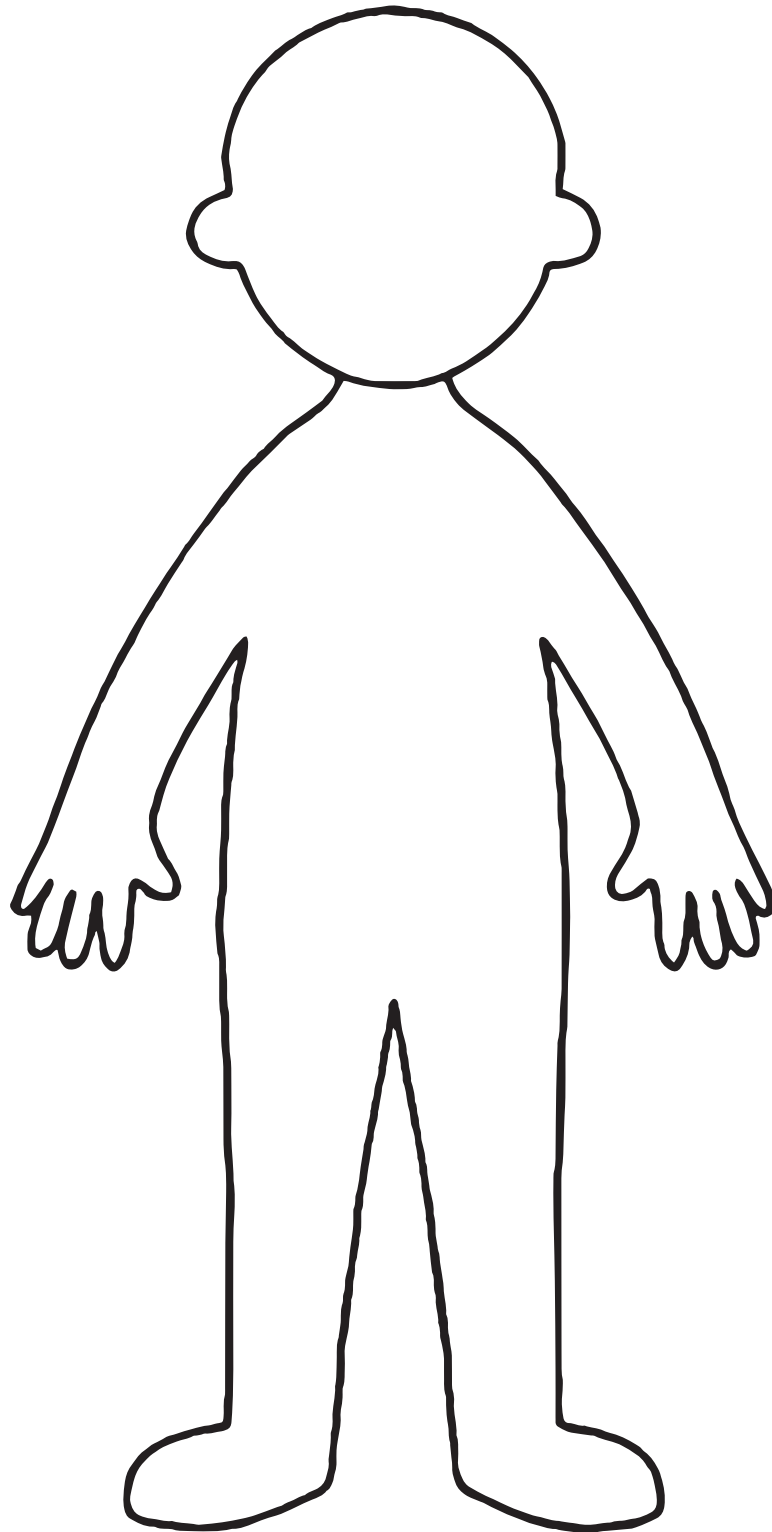
## Image 2







## Appendix 5 Draw a Picture for a Friend







## 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](mailto: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](mailto:amaya.marco@dca.org.uk)**