

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack: **Shorts For Wee Ones – Entre deux soeurs (To Be Sisters)**

Early Years and First Level | Created by Ann Melville

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

© Dundee Contemporary Arts 2023
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>:

Entre deux soeurs (To Be Sisters)

Dirs: Clément Céard, Anne-Sophie Gousset

France, 2022



Entre Deux Soeurs

Synopsis:

Two sisters growing up together build a very special relationship. Watch their relationship develop as they play together, with an unexpected revelation at the end.

This delightful animation offers opportunities to explore relationships and issues around the acceptance of others without regard to differences and disabilities.

Activities in this pack are designed to deliver Curriculum for Excellence outcomes at Early and First Levels in the following areas:

Literacy, Health and Wellbeing, Technologies, Expressive Arts





After watching the film

Activity 2: Literacy

Talking about the film

Ask learners to discuss:

- What did you like about the film? Did you have a favourite part of the film?
- Were there any surprises that you were not expecting? Do you think that there were clues to hint at what was going to happen?
- What do you think about the way the film used images and music to tell the story without words? How did the music help to tell the story?

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 listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. LIT 1-01a / LIT 2-01a

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 1-01a / LIT 2-01a

Activity 3: Literacy

Creating texts

In the film the two sisters have a very special relationship. The big sister is very supportive of her younger sibling and helps her to enjoy a range of games and activities. Ask learners to think about a time when someone else helped them when they were struggling, perhaps coming to play with them when they were lonely or helping them with a task which they were finding difficult. It could be a sibling, another family member, perhaps a cousin, or a friend.

Ask learners to write a few sentences or a short recount about what happened and how it made them feel.

Extension: Learners draw a picture to illustrate what happened. Display pictures a few at a time and ask learners to read what they have written. The rest of the class try to match the recounts to the images.

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

I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a

I can describe and share my experiences and how they made me feel. ENG 1-30a



Activity 4: **Technologies**

Designing a toy

In the film there are many examples of the younger sister enjoying riding on a variety of “vehicles” that her older sister pushes or pulls, until the tables are turned and the older sister gets a ride on the back of her sister’s wheelchair. Some of the “vehicles”, like the push along car near the start are toys designed to ride on, others, like the vacuum cleaner, are household objects being re-purposed. There are also toys which are used unconventionally, like the floatation ring and the skateboard.

Ask learners in groups to make a list of all the different objects which the girls use as vehicles, and identify whether they are pushed or pulled, and whether or not they are used as intended.

Discuss what makes a good ride-on vehicle for a toddler. What is essential (e.g. wheels, something for the pusher/puller to hold on to) and what is desirable but not essential (a comfy place to sit, bright colours).

Learners design a ride on toy, thinking about the necessary and desirable features as discussed. First draw the design and label the main features. Encourage creativity and talk about the features that might make a child choose one toy rather than another.

Extension: Use the designs to create small junk models of the ride on toys. Learners should identify what they will need for their design and make a list (e.g. bottle tops for wheels). The finished models should look as much like the original designs as possible. The models, or photos of the models, could be displayed alongside the designs.

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

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

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

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

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

Activity 5: **Expressive Arts**

Drama games to explore working together

The sisters in the film demonstrate the advantages of working together, and both of them obviously enjoy the experience. At the end of the film the older sister is clearly unhappy when she thinks that they will not play together any more now that the wheelchair provides her sister with the opportunity to be more independent.

1 Buzzy Bees

Learners jog randomly around the room, buzzing like a bee and flapping their hands as bee wings, until the teacher/leader calls out a number. Learners must form groups of that number. If any are left over they form a smaller group. The teacher/leader then calls out a letter of the alphabet. Each group has to create a 3D image of something beginning with that letter. Everyone in the group must be involved. One point is awarded to each group who successfully create an image of something beginning with the correct letter and involving all group members, provided that no other group has created the same image. Duplicate images do not earn a point. This encourages learners to try to make less obvious choices.



2 Still images

Learners are divided into groups of five or six and given a theme, for example fairy tales or holiday destinations. The group create a still image representing their chosen fairy tale or destination and hold the image for 5 seconds. The rest of the class have to guess what the image represents.

3 Mirror mirror

Learners work in pairs. Decide who is A and who is B. A and B face each other. A is looking in the mirror and B is A's reflection. A starts to move slowly and B must mirror A's movements. Remind learners that the mirror is in a fixed place so they may not move around the room. Depending on the age and experience of the learners you may wish to introduce some restrictions on the type of movement, for example you must move slowly, you must remain facing the mirror at all times. The teacher/leader calls out "change" and B becomes the person looking in the mirror with A following their movements to form the reflection. Learners can be asked to change over several times during the activity. Learners should be reminded that the objective is to create a perfect mirror image by working together, not to try to make it difficult for their partner.

4 Leading by the nose

Learners work in pairs. Decide who is A and who is B. A and B face each other. A holds out their hand with palm facing their partner, about 30 cm from B's nose. A then starts to move their hand. B must keep their nose about 30cm from A's hand. A may move around the room, experiment with levels and different types of movement with B always keeping the same distance from A's hand. As with mirror, mirror, the objective is to work together, not to try to outsmart each other. After a suitable time the teacher/leader asks pairs to swap so that B takes the lead.

5 Make a machine

Depending on the size of the class you may wish to undertake this activity as a whole class or in two or three groups. Explain to the class that many machines are made up lots of different parts that all work together and the machine only works properly if each part of the machine is doing its job. You could use pictures of cog wheels or construction toys which include cog wheels to illustrate this. The class or each group is going to make a machine. Choose a confident learner to start the machine by doing a simple movement which the learner is able to keep repeating while the machine is built up. Once the movement is established the next learner joins in with a movement which fits in with the first movement. Other learners join in turn until the entire group/class is working together to be a single machine. Depending on the how well the class work together you may wish to include a rule that the machine parts do not touch. Noises could be included as well as movements.

I have the freedom to choose and explore how I can use my voice, movement and expression in role play and drama. EXA 0-12a

I enjoy creating, choosing and accepting roles, using movement, expression and voice. EXA 1-12a

