

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences

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Teachers' Resource Pack: **Prout**

PS 3–5 | Created by Sarah Sturrock

Discovery Film Festival | Mon 2 – Wed 18 November 2026

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ONE CITY, MANY DISCOVERIES

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dca.org.uk/discovery-film-festival

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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/>

Prout

Dir: Marc-Henri Wajnberg

Belgium, 2025 / 8m



Prout

Synopsis:

Obsolete household appliances and waste of all kinds are sent to the beautiful planet Prout, Earth's dumping ground. Bean and Spaghet, two little emergency workers from this strange planet go on an emergency mission to save one of their friends who has been crushed by debris falling from the sky. *Prout* is a non-dialogue short film.

Teacher's notes:

Age and stage recommendations, including CfE objectives:

The film is suitable for ages 7 and above. This pack is aimed at First and Second Level learners. This film is recommended for Primary 3–5. The following CfE Experiences and Outcomes are covered in this pack:

Literacy and English: **LIT 1-07a / LIT 2-07a, LIT 1-10a / LIT 2-10a**

Expressive Arts: **EXA 1-02a / EXA 2-02a, EXA 1-05a / EXA 2-05a**

Sciences: **SCN 1-20a / SCN 2-20a**

Social Studies: **SOC 1-08a / SOC 2-08a**

Technologies: **TCH 1-04b / TCH 2-04b, TCH 1-14a / TCH 2-14a**

Health and Wellbeing: **HWB 1-11a / HWB 2-11a**

Teacher quote:

Film is a powerful tool for learning because it encourages learners to think critically, develop empathy and explore different perspectives. Through visual storytelling, music, animation and character development, films can engage learners in meaningful discussions while supporting literacy, creativity and communication skills.

Prout provides an excellent opportunity to explore themes such as sustainability, teamwork and problem-solving, while also introducing learners to stop-motion animation and storytelling without dialogue. By engaging with the film, learners can make connections across the curriculum and develop a deeper understanding of the world around them.



Before watching the film:

Activity 1: **Lost in Space! (Literacy)**

Looking Closely:

Show learners the film poster (**Appendix 1**) and ask them to become Film Detectives. Working individually or in pairs, learners examine the poster and record everything they notice.

Prompts:

- What objects can you see?
- Where does the story appear to take place?
- What do you think the characters are feeling?
- Why might there be household appliances floating in space?
- Why do you think the planet looks orange and rocky?

What is Prout? (Individual writing task):

Ask learners:

The title of the film is Prout. What do you think this means? Encourage creative predictions.

Sentence starters:

- I think this film is about...
- The main character might be...
- I predict the problem will be...
- I think the message of the film could be...

Sort the Objects (Class Discussion):

Learners identify the objects shown on the poster:

- Washing machine, toaster, computer, vehicle

Discuss:

- What do these objects have in common?
- What happens when they stop working?
- Should we throw them away?
- Can they be repaired, reused or recycled?



Activity 1: **Lost in Space! (Literacy)**

Prediction Challenge (Individual writing task):

Complete the statements in jotters then refer back after seeing the film:

I think the characters are on Planet Prout because _____.

I predict the film will teach us about _____.

Extension (Second Level):

The poster tells us the film is made using:

"Stop-motion, plasticine and live-action."

Ask learners:

- What do you think stop-motion animation is?
- How might the filmmakers have created these characters?
- Why might someone choose stop-motion instead of drawing a cartoon?

Learners can then create a simple storyboard predicting what might happen in the film.

Activity 2: **Planet Prout – A World of Waste (Sciences & Social Studies)**

In *Prout*, old and unwanted items are sent to Planet Prout, a giant rubbish dump in space.

Learners investigate either independently or as part of a class discussion:

- What happens to rubbish after we throw it away?
- What can be recycled?
- What can be repaired?
- What should never be thrown away?

Provide images of common household items and challenge learners to sort them into: Reuse, Recycle, Repair, General Waste. Or use the sheet in **Appendix 2** and discuss Repair.

Extension:

Design a better solution than Planet Prout.

How could we reduce the amount of waste sent there?

Learners create a poster encouraging responsible consumption and recycling.

Activity 3: **Bringing Characters to Life (Expressive Arts & Technologies)**

The characters in *Prout* were created using plasticine and stop-motion animation.

PART 1

Challenge learners to:

- Create their own Planet Prout character using play-doh or plasticine.
- Add different eyes, eyebrows and mouths.
- Explore how small changes can communicate different emotions.

Create:

- Happy.
- Worried.
- Surprised.
- Excited.
- Angry.

Learners can create a character profile to go along with their characters including a name, personality traits and a background story.

PART 2

Discuss:

How can we tell how a character feels without them speaking?

Extension: Create a short animation showing the character experiencing a problem and finding a solution. If you have access to iPads, you can use Stop Motion Studio, otherwise you can use something to film/take pictures of a scene. Learners can simply storyboard/ plan rather than create the whole animation.





Activity 4: **Telling a Story Without Words (Film Literacy)**

One of the most interesting features of *Prout* is that there is no dialogue.

Ask learners:

- How did you know what was happening if nobody was speaking?

Provide prompts:

- Facial expressions
- Character movement
- Sound effects
- Music
- Camera angles
- Colour

Learners choose a memorable scene and complete a response:

- What happened?
- How did the filmmakers help you understand?
- Which part was most effective?

Extension (Second Level):

Compare how a story is told through visuals versus words.

Activity 5: **Rescue Mission! (Health & Wellbeing & Technologies)**

In the film, the characters work together to rescue a friend. They used a modified shopping trolley and created a special potion to complete the mission by working together.

Challenge learners:

Design a rescue vehicle or machine that could help someone on Planet Prout. They can create their own problem or use the one from the film.

Consider:

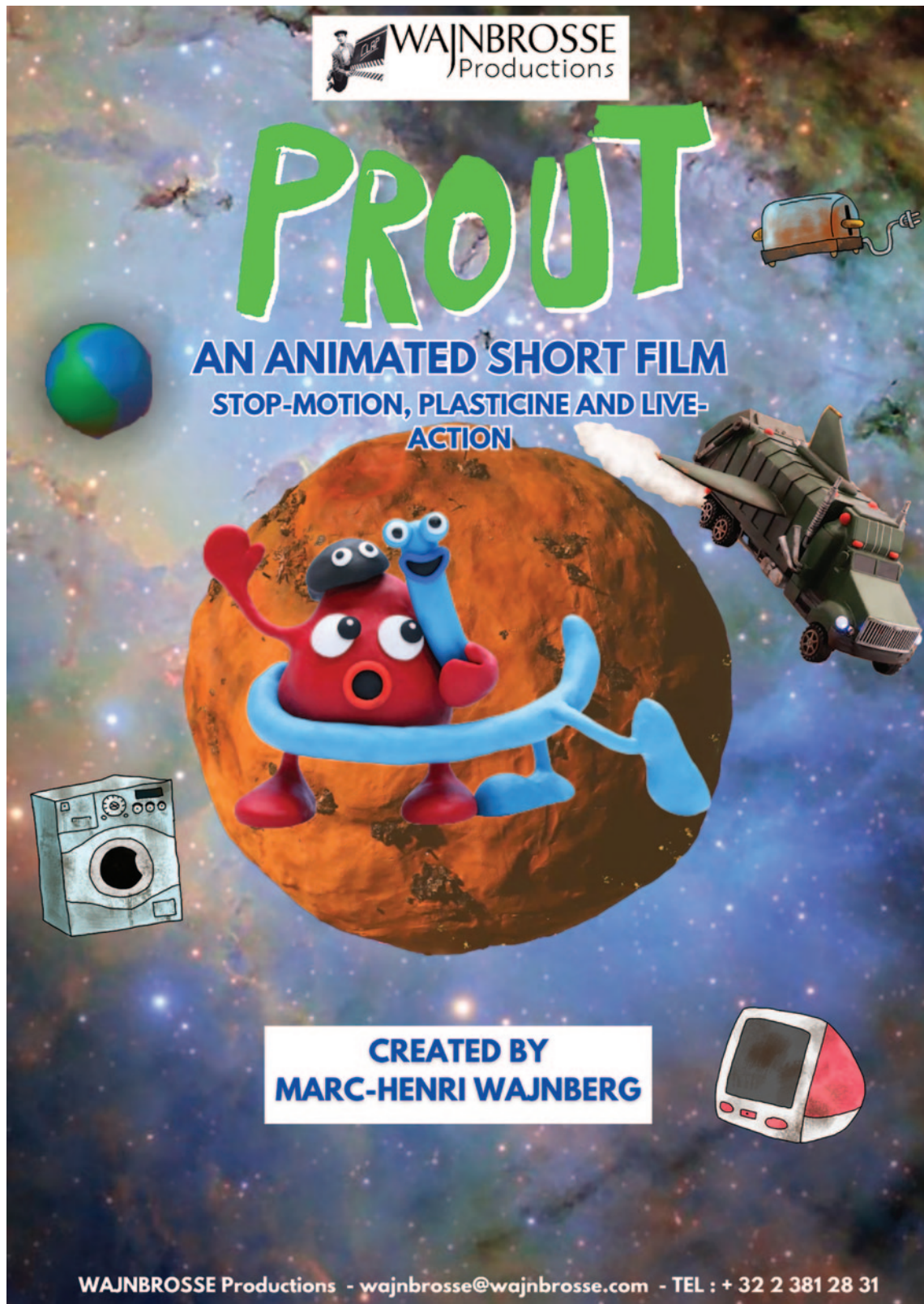
- How will the vehicle move?
- How will it lift objects?
- How will it keep people safe?
- What features will it have?

Learners can:

- Draw designs, build models and label features

Extension: Present designs to the class and explain why they would work.

Appendix 1: Poster



Appendix 2: Waste Worksheet

SORTING WASTE

1. Think about different items you see in daily life.
2. Brainstorm with a friend about where these items belongs
3. Add images/ writing of these items into the correct bins.
4. Use the examples below to help you get started.

RECYCLING



REUSE (INCLUDING COMPOSTING)



GENERAL WASTE





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 olivia.knight@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 olivia.knight@dca.org.uk