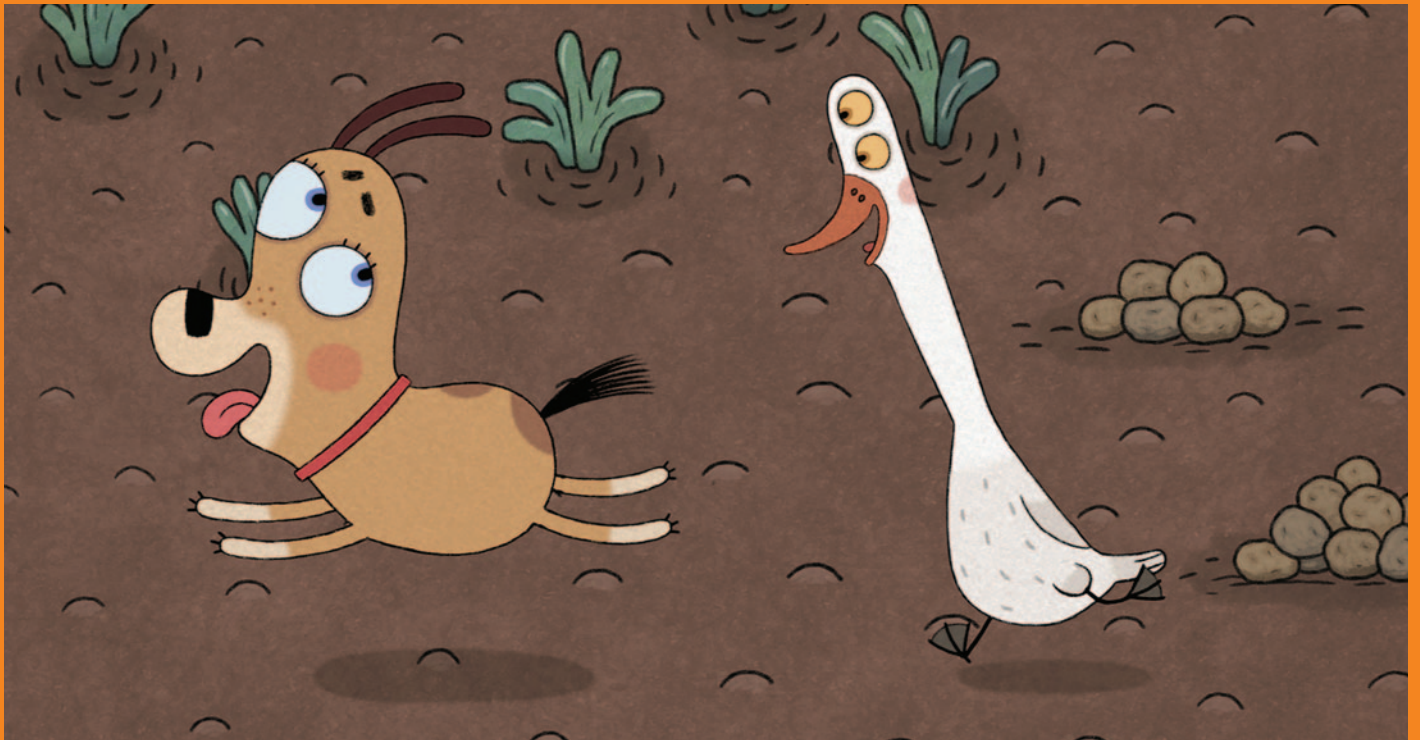


# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource Pack: **A Very Special Meal**

Early and First Level Learners | Created by Sonia MacEwan

**Discovery Film Festival | Mon 2 – Wed 18 November 2026**

### DCA

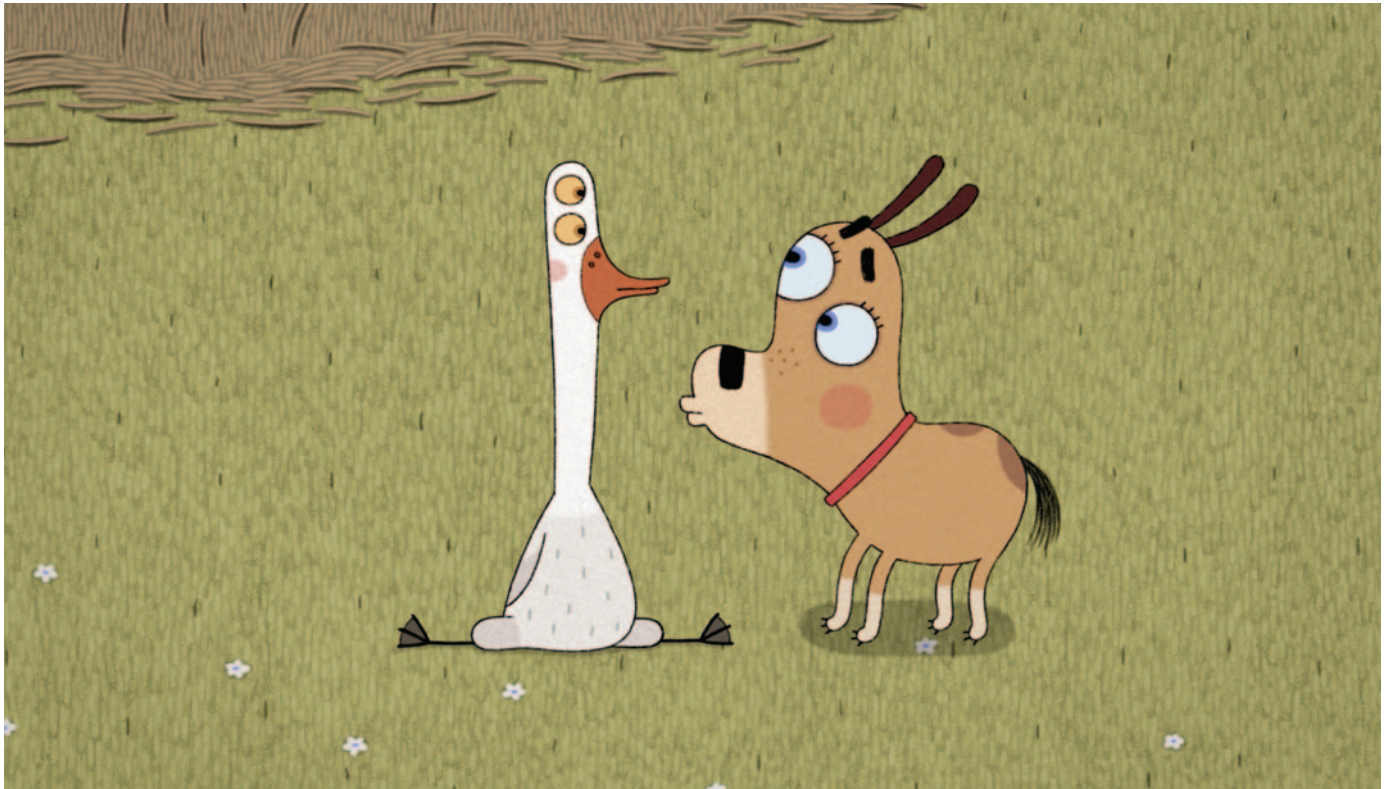
Dundee Contemporary Arts

DUNDEE  
ONE CITY, MANY DISCOVERIES

CREATIVE  
LAND  
SCOT  
ALBA | CHRUTHACHAIL

[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/>

### *A Very Special Meal (Das Besondere Futter)*

Dir: Elena Walf

Germany/Croatia, 2025, 5m



## A Very Special Meal

### Synopsis:

Lena's dog wants the expensive dog food! While Lena is negotiating with the dealer, a duck sneaks out of the dealer's car. Only the dog seems to have noticed...

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### Advisory note:

There is a scene in the animation when the driver takes the duck and it is implied that he is not treating the duck very well – grabbing it, shoving it in a box.

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### Teacher's notes:

Age and stage recommendations, including CfE objectives:

The film is suitable for ages 3 and above. This pack is aimed at Early and First Level learners. This film is recommended for P1 & P2. The following CfE Experiences and Outcomes are covered in this pack:

Literacy and English: **LIT 0-01c, LIT 0-02a / ENG 0-03a, LIT 1-02a, LIT 0-04a, LIT 1-04a, LIT 1-06a, LIT 0-07a / LIT 0-16a / ENG 0-17a, LIT 1-07a, LIT 0-09b, LIT 1-09a, ENG 0-12a / LIT 0-13a / LIT 0-21a, LIT 1-22a**

Health and Wellbeing: **HWB 0-01a / HWB 1-01a**

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### Teacher quote:

This is a beautiful, hand-drawn animation that is also part of a series. The non-dialogue makes the viewer focus on visual clues and sounds to understand the emotions and storyline. The simple characters are adorable! I always enjoy working with films in the classroom as I find that it can be more engaging for more pupils who often have barriers to literacy through reading ability.

Shorts are excellent due to their length and ability to re-watch. They are often dialogue free which allows pupils to develop inference skills through context clues.



## Before watching the film:

### Activity 1: **Discussion: Trailer Analysis**

Watch the trailer for the series of animations *Lena's Farm*, which this animation is a part of:

<https://www.youtube.com/watch?v=Xy7gcrYXeU0>

Ask pupils the following questions:

- Who do they think the woman is?
- What type of person do they think she is? How do they know?
- Where do they think the animation is set? What clues were there to suggest this?
- Tell them the name of the animation: *A Very Special Meal*. What do they think might happen in the animation?

This could be carried out in a circle time activity, encouraging everyone to listen to each other's answers and take turns to speak.

**LIT 0-02a / ENG 0-03a, LIT 1-02a, LIT 0-04a, LIT 1-04a, LIT 0-07a / LIT 0-16a / ENG 0-17a, LIT 1-07a**

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### Activity 2: **Stills Sequencing**

Pupils should work in pairs for this activity.

Give pupils copies of the stills in **Appendix 1**.

Pupils should cut out the stills. Encourage them to think about what might be happening in each image. Ask pupils to arrange the stills into an order that they think tells the story.

**LIT 0-04a, LIT 1-06a, LIT 0-09b / LIT 0-31a, LIT 1-09a**





## Activity 3: **Emotions**

In the animation, there is no dialogue. The animation changes when the duck is discovered by the driver and he takes it back. He is not very kind to the duck and the dog wants to keep it.

Discuss the storyline again with the pupils. What can they remember at the start, middle and end of the story?

Discuss the part where the emotions change. How do we know? Encourage them to think of the use of music. This is the only part of the film that had a strong piece of music. Why do they think that was? What other clues were there to show the change of emotion?

Give pupils a set of emotions cards in **Appendix 2**. Pupils should listen to the sound clips and identify which emotion they think each shows. The last card is left blank, older pupils could add their own.

<https://www.youtube.com/watch?v=nBj3JjYrYgU>

[https://www.youtube.com/watch?v=w1AFDyBmbZE&list=RDw1AFDyBmbZE&start\\_radio=1](https://www.youtube.com/watch?v=w1AFDyBmbZE&list=RDw1AFDyBmbZE&start_radio=1)

<https://www.youtube.com/watch?v=e2wnNXlvMU4>

<https://www.youtube.com/watch?v=X5yyCSqr6tE>

[https://www.youtube.com/watch?v=mVELNfcufds&list=RDmVELNfcufds&start\\_radio=1](https://www.youtube.com/watch?v=mVELNfcufds&list=RDmVELNfcufds&start_radio=1)

Pupils could also use materials and instruments to create their own sounds to express different emotions.

**HWB 0-01a / HWB 1-01a, LIT 0-01c, LIT 1-04a**

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## Activity 4: **Writing**

Give pupils a copy of **Appendix 3** – Sentence Task.

There are various options for the task.

At the top, there is a jumbled-up sentence. Pupils should cut out the words (or prepare this for them) and rearrange them to make the sentence ‘The dog is sad’.

Pupils can write the sentence in the handwriting space at the bottom. Alternatively, they could stick the sentence together from the cut out words.

Pupils should then draw the dog looking sad. There are some stills from the animation to help them.

**ENG 0-12a / LIT 0-13a / LIT 0-21a, LIT 1-22a**

## Activity 5: **Favourites**

At the beginning of the animation, all the animals are being fed. They are all happy with their food – discuss how we knew this (music, facial expressions, eating enthusiastically). The dog is also excited at getting its food until it realises there is only one bit left. It then gets a different food which it doesn't like. Discuss how we knew this (change in facial expressions, sounds, didn't want to eat it).

### **Circle time activity:**

- Discuss with pupils what their favourite food is.
- Discuss how the dog eventually gave up its favourite food for something it didn't like to keep the duck.
- Have pupils ever had to choose between 2 things they really wanted? How did they feel? Why do we have to make choices? Why can't we just have everything we want?
- What is their favourite thing that they wouldn't want to give up?

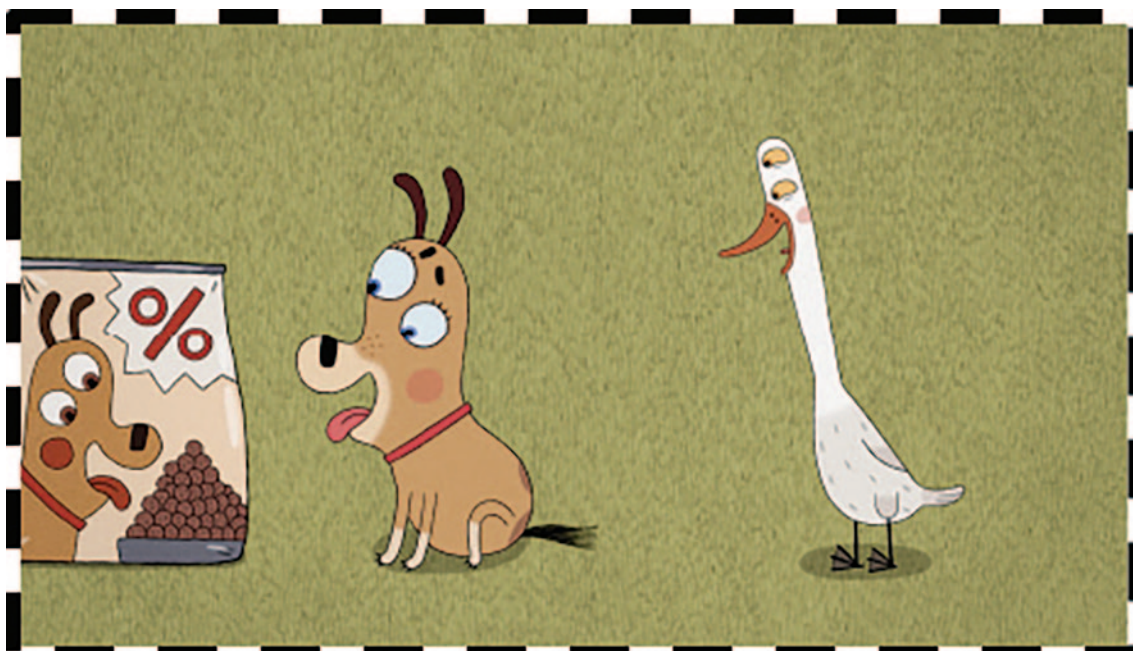
### **Writing task:**

Pupils choose their favourite part of the animation and draw it. They then write a sentence underneath to accompany the picture. There is a template in **Appendix 4** with a writing template that pupils can use. Older pupils could write a few sentences about the scene and why it is their favourite.

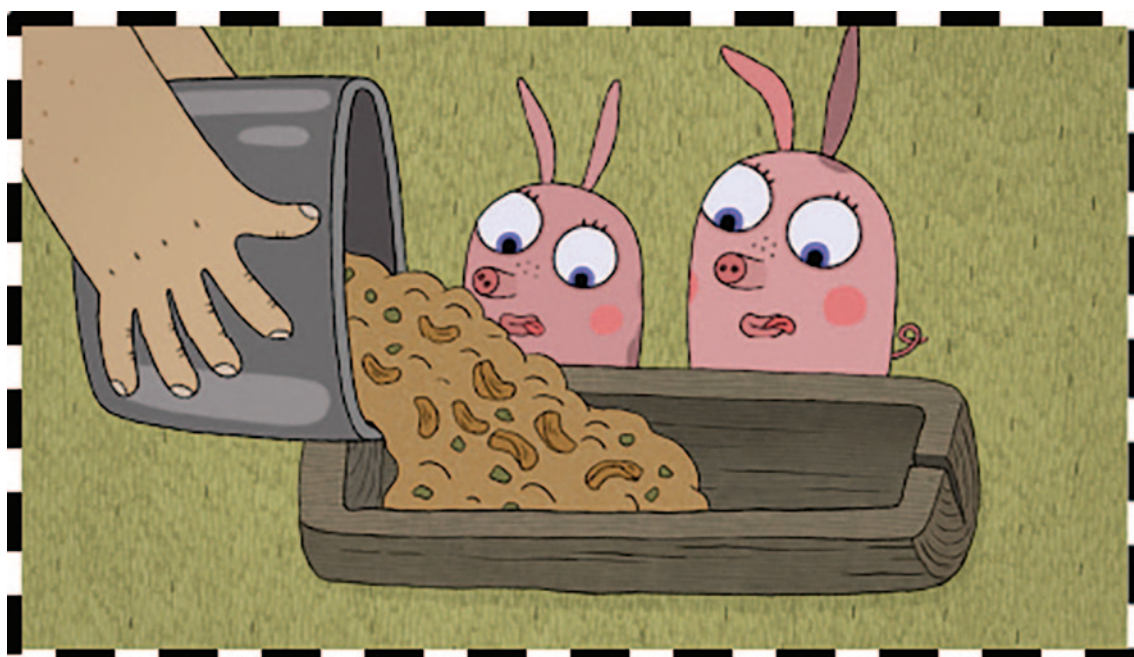
**ENG 0-12a / LIT 0-13a / LIT 0-21a, LIT 1-22a, HWB 0-01a / HWB 1-01a**



Appendix 1: Stills Sequencing



Appendix 1: Stills Sequencing



## A horizontal row of 28 solid orange circles, evenly spaced, spanning the width of the page.



**Appendix 2:** Emotions Cards

**Happy**



**Sad**



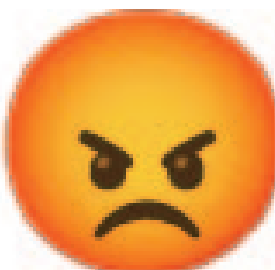
**Scared**



**Excited**



**Angry**



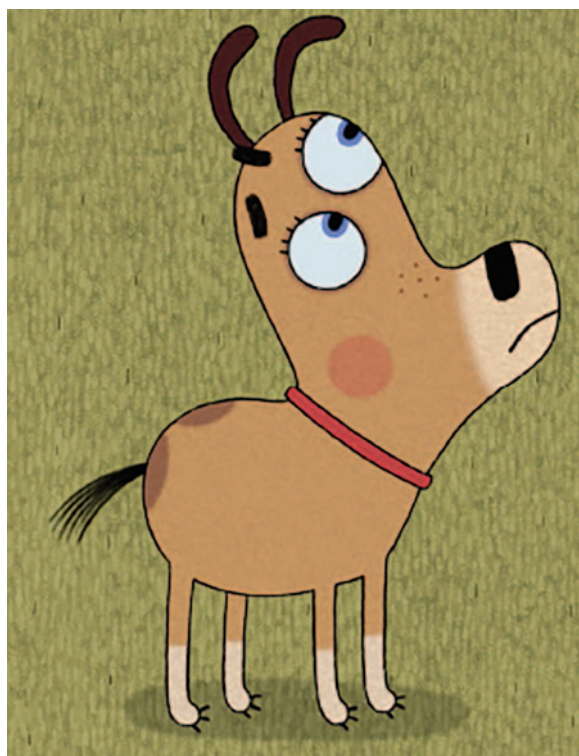


## Appendix 3: Sentence Task

|     |     |      |    |
|-----|-----|------|----|
| dog | The | sad. | is |
|-----|-----|------|----|

[illegible]

Appendix 3: Sentence Task





## Appendix 4: Favourites Writing

|                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                        |
| <p>My favourite part was when</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>It made me feel</p> <p>-----</p> |





## Useful websites/links:

This short film is part of a series of 26 animations about *Lena's Farm*.

[https://www.imdb.com/title/tt35661249/episodes/?ref\\_=tt\\_ov\\_epl](https://www.imdb.com/title/tt35661249/episodes/?ref_=tt_ov_epl)

Other animations in the series are available through subscription services on Disney Plus and Amazon Prime:

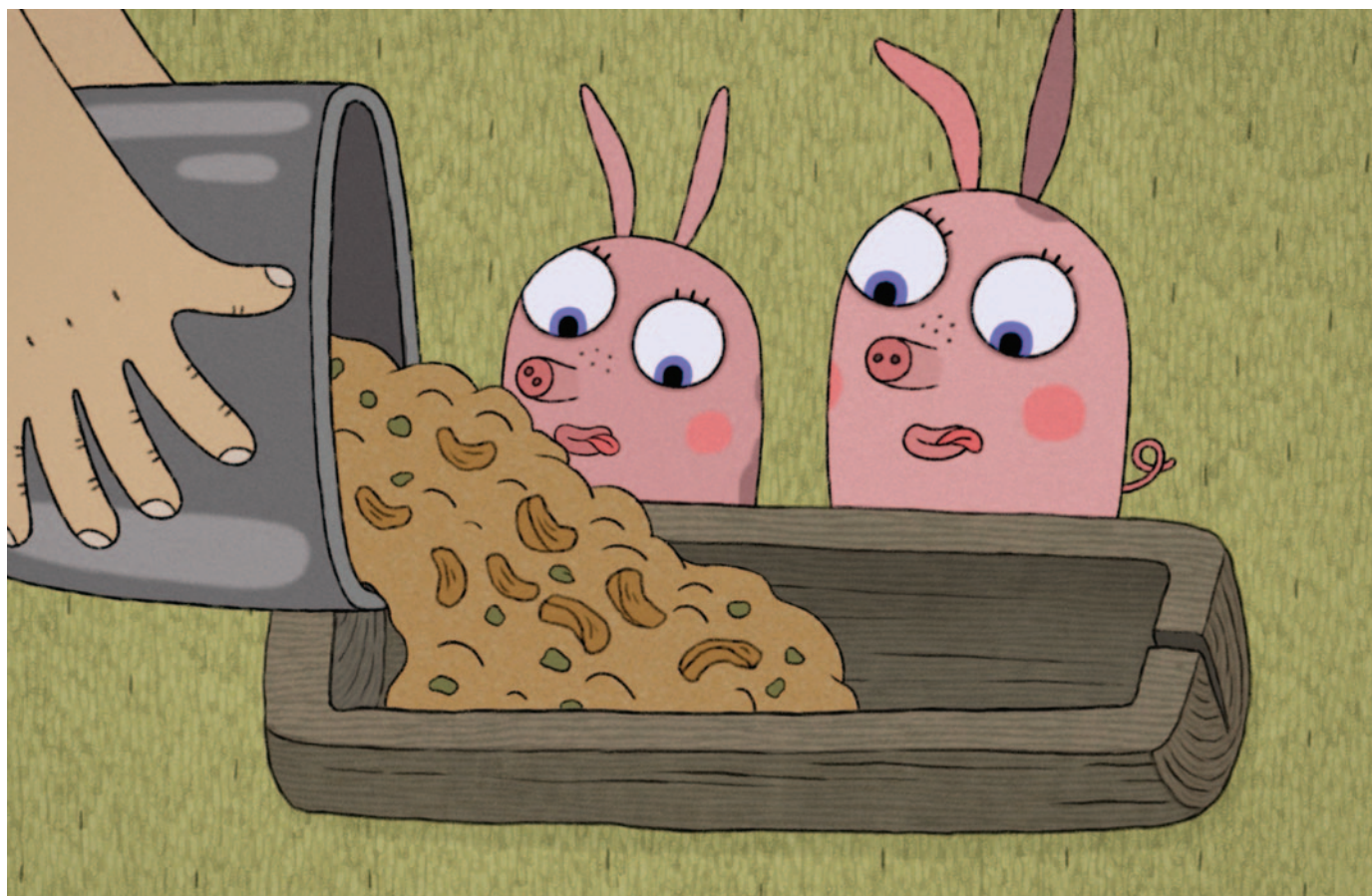
<https://www.disneyplus.com/en-gb/browse/entity-01d16088-59b2-4f3c-bffb-fc0d1f7d053f?msockid=2dd26e2326086f553cb17bdc279f6ef6>

[https://www.amazon.co.uk/gp/video/detail/amzn1.dv.gti.85d8a0b0-1ce3-423c-9a1f9c1c60557b86?irclidid=80ebdd02N7b7411f19072959f3895447&ref=dvm\\_ass\\_acm\\_xx\\_mf\\_s\\_imp\\_80ebdd02N7b7411f19072959f3895447&irgwc=1&afsrc=1](https://www.amazon.co.uk/gp/video/detail/amzn1.dv.gti.85d8a0b0-1ce3-423c-9a1f9c1c60557b86?irclidid=80ebdd02N7b7411f19072959f3895447&ref=dvm_ass_acm_xx_mf_s_imp_80ebdd02N7b7411f19072959f3895447&irgwc=1&afsrc=1)

## More information:

### Directorial Filmography:

- 2025 **LENA'S FARM** – Short Film Collection
- 2021 **DAMN IT!** – Short Film
- 2015 **BAT TIME** – Short Film
- 2015 **SOMETHING** – Short Film
- 2012 **REIZWÄSCHE** – Festival Trailer



## 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](mailto: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](mailto:olivia.knight@dca.org.uk)