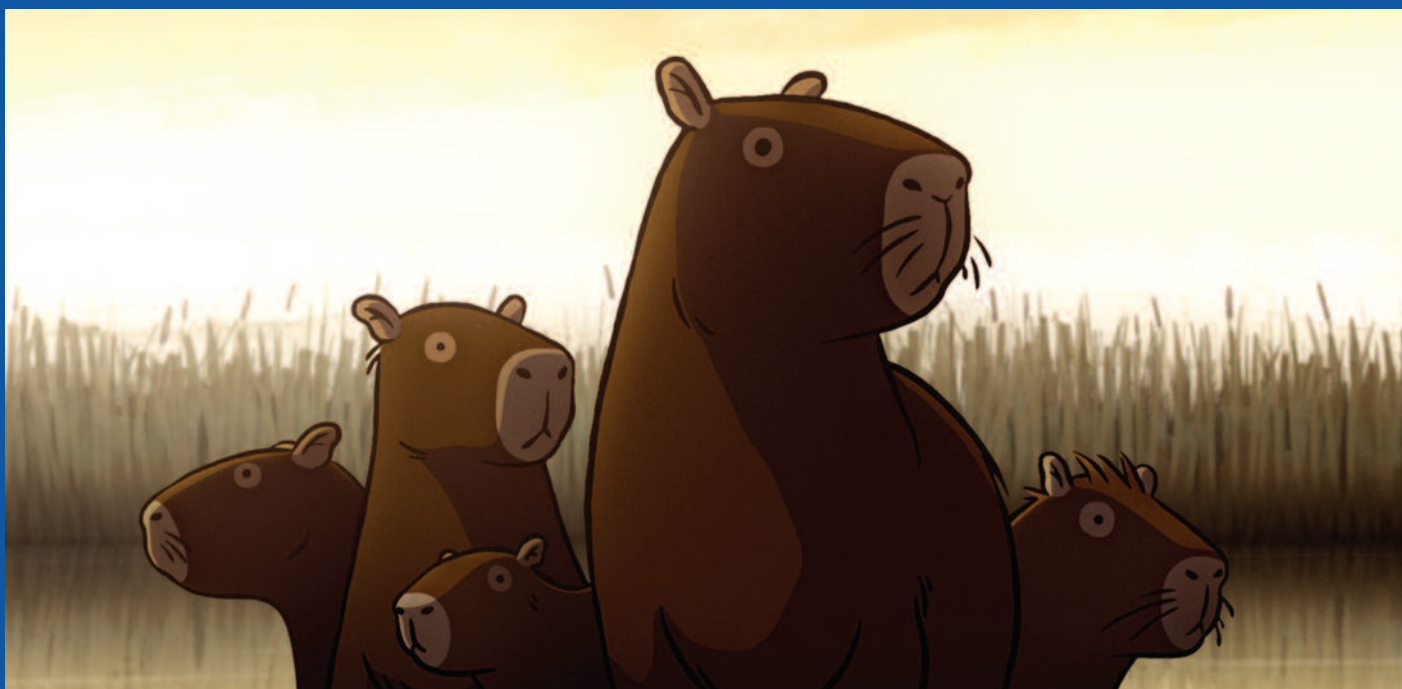


DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack:

Shorts for Wee Ones – Los Carpinchos (Capybaras)

Early Years | Created by Juliet Shepherd

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

DCA

Dundee Contemporary Arts

DUNDEE
ONE CITY, MANY DISCOVERIES



ALBA | CHRUTHACHAIL

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 21st Century Literacy/moving image texts

Each resource is free and available to download from:
<http://www.discoveryfilmfestival.org.uk/resources>:

Capybaras (Los Capinchos)

Dir: Alfredo Soderguit

France, Uruguay, Chile / 10m

Dialogue free



Los Carpinchos (Capybaras)

Synopsis:

This sweet tale explores prejudice, stereotypes and unlikely friendships through the growing relationship between a baby capybara and a chick.

The two animal families live close by but in different environments (water and land, free and captive). The chickens assume the capybaras are a threat to them so try to frighten them away whenever they get close. However, one small chick is curious enough to strike up a friendship which proves that the enemy is not who it seemed to be.

This beautifully drawn animation tells its story silently, purely through body language, facial expressions and implications. It is an excellent text for examining assumptions and inferring meaning.

Advisory note:

There is some implied peril for the chickens when the farmer takes them away for unknown reasons. There is also a short chase scene between a dog and the chick which may frighten very sensitive viewers.

Teacher's notes:

Age and stage recommendations, including CfE objectives:

We would recommend this film as appropriate for ages 3 and up.

This pack is aimed at Literacy, English, Drama and Health & Wellbeing.

The following Experiences and Outcomes can be covered:

LIT 0-02a, 04a, 06a, 07a, 09a, 09b, 16a and 0-31a

ENG 0-03a and 0-17a

EXA 0-12a, 13a, 14a and 15a

HWB 0-02a, 03a, 05a, 08a and 14a

Teacher quote:

This film is an excellent introduction to film reading as its subtle, silent storytelling teaches children how to pay close attention to characters, how to read feelings and motivations and how to infer what they can't see.

Before watching the film:

Activity 1: Friends or Foes? (Literacy, English and Health & Wellbeing)

Resources: Animal picture cards **Appendix 1**. Print enough for small groups of 4/5.

Present the group with the animal pictures spread face up across the table.
Without any further input ask “Which ones do you think will be friends?”

Encourage the children to match the pictures up in ‘friendship groups’, these can be as big or small as the children decide.

Observe their conversations. Do they group by environment, size, features etc.

Once they are decided, pick two animals from different groups. “Do you think they could be friends? Why/Why not?”

Now show them this still from *Capybaras*.

“Do you think they will be friends? Why/Why not?”





Activity 2: Discussion Points (Literacy, English)

Resources: Shoulder partners

Ask these questions as soon as possible after the film to spark discussion and deepen understanding.

- Who were the main characters in that story?
- How did the chickens feel at the beginning?
- How did the chick feel?
- Why do you think the capybara saved the chick from the dog?
- What would you have done?

Activity 3: Reading Feelings (Literacy, Expressive Arts, Health & Wellbeing)

Resources: Stills Appendix 2, feelings cards Appendix 3

There is no dialogue in this film, and yet it is very easy to understand. Ask the children how each of the characters felt at different points using the stills.

- How do we know?
- Discuss how facial expressions and body language can show how people are feelings without them having to say anything.
- Play feelings charades by giving them different prompts and seeing if the class can guess their emotion?
- Afterwards, discuss why this skill might be important? (A person might not be able to say how they feel because they are shy, autistic, speak a different language etc. but we still need to respect their feelings)





Activity 4: **Understanding Fears (Literacy, Health & Wellbeing)**

Rewatch/recap *Capybaras*.

Focus on the character of the lead chicken. Ask these key questions and let the children discuss.

- How does the chicken feel about the capybaras?
 - Why does he feel this way?
 - Why do you think he alerts the dog when the capybaras are asleep?
 - Why do you think he can't change his mind?
 - How do you think he feels at the end of the film?
 - Does this remind you of anyone/anything?
 - What do you think the moral of this story is?
(This one may require some guidance depending on the maturity of your class)
-

Activity 5: **Create your own story (Literacy)**

Resources: Comic panel template **Appendix 4**

Now it is time for the children to make their own story about unlikely friends.

Either alone, in pairs or small groups (teacher discretion) ask the children to pick two completely different animals and create a short story of them becoming friends.

Panel 1: animal 1 in its environment

Panel 2: animal 2 in its environment

Panel 3: their first meeting

Panel 4: what the animals could do together as friends

Once everyone is complete, ask them to leave their comics face up on their tables and move around the room, reading each other's comics.

After adequate time ask 3–5 people to share which story was their favourite and why (push for different comics and different reasons).

Appendix 1



Appendix 1



Appendix 1



Appendix 1



Appendix 1



Appendix 1



Appendix 1



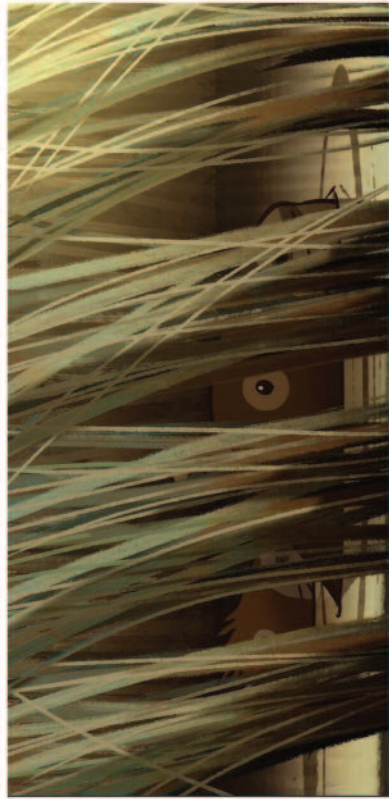
Appendix 1



Appendix 1



Appendix 2



Appendix 2



Appendix 2



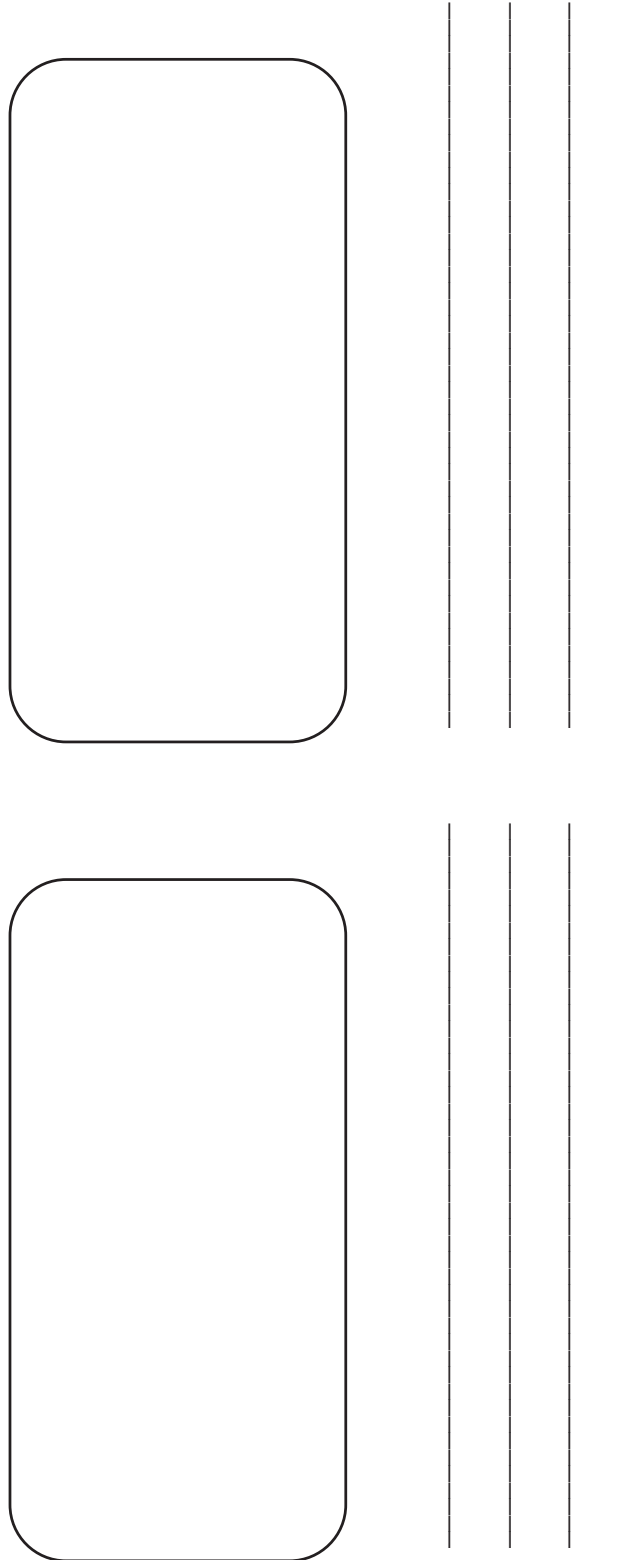
Appendix 3

Happy
Nervous
Sad
Excited
Scared
Tired
Peaceful



Appendix 4

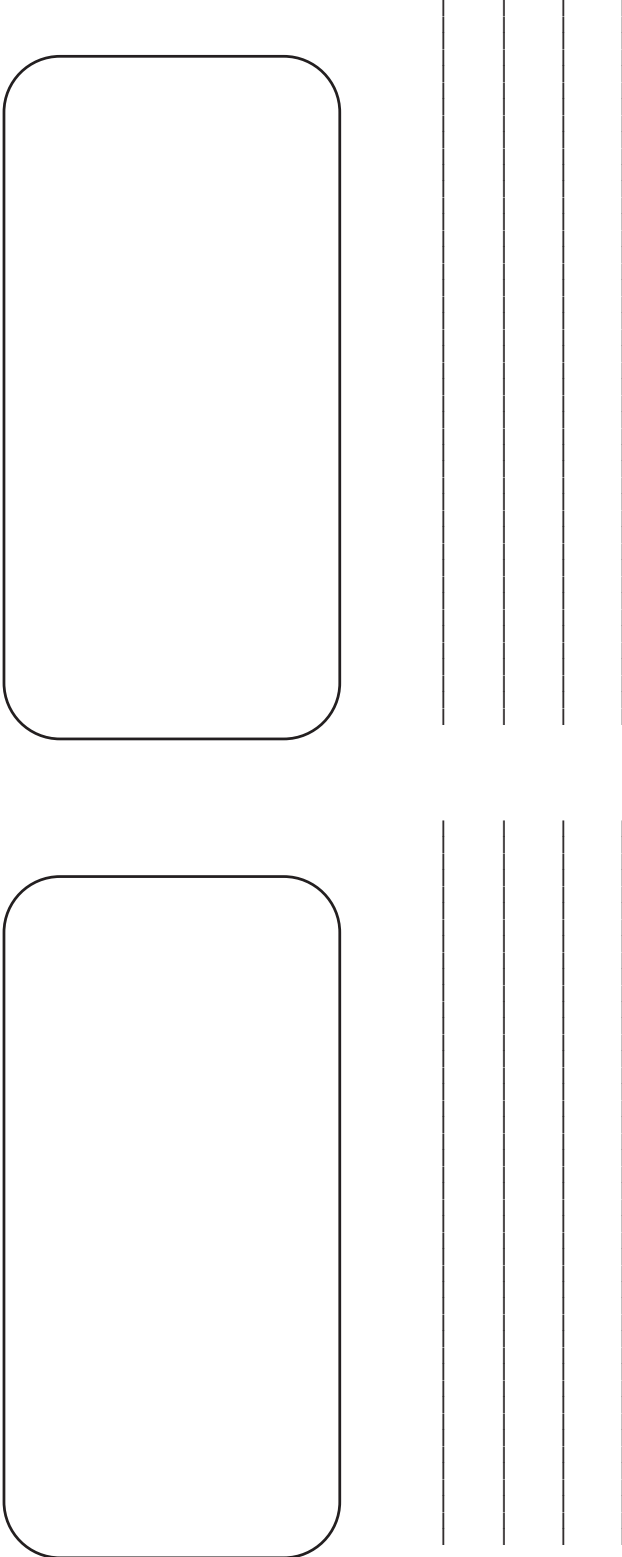
Comic Panel Template





Appendix 4

Comic Panel Template





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