# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival for Young Audiences



Teachers' Resource Pack:

Shorts for Wee Ones Ronny: A Crocumentary

Early Years | Created by Ian Cameron

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

**DCA**Dundee Contemporary Arts





## 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/

#### Ronny: A Crocumentary

YouTube link: https://www.youtube.com/watch?v=DNCdNlvqmNg

Dir: Abbey Collings Canada 2024 / 2m

Dialogue free

## **Ronny: A Crocumentary**

### Synopsis:

A story told through the documentarian narration of a frog, the audience is introduced to Ronny the Saltwater Crocodile. The frog's commentary introduces the notion that this particular crocodile is misunderstood, and just on the lookout for a friendly interaction, in the form of a hug. However, as we watch, we see some of the interaction may appear to be friendly on the face of it, there may be an underlying malicious intent to Ronny's interactions. The short ends with the narrator being given a "hug" inside Ronny's stomach whilst he finishes his documentary. The open-ended finale leaves the audience wondering just how friendly Ronny might be.

#### **Advisory note:**

There is mild peril from the crocodile trying to "hug" the animals. The frog ends up in the stomach of the crocodile but is still speaking/alive at the end of the short.

#### Teacher's notes:

Age and stage recommendations, including CfE objectives:

Please note CfE E&O codes here,e.g Literacy and English: ENG 1-30a, 2-30a, 1-31a, 2-31a

This film is appropriate for ages 3 and up. This pack is aimed at Early and First Levels. The following Experiences and Outcomes can be covered:

Art and Design: **EXA 0-02a, EXA 1-02a, EXA 0-12a, EXA 1-12a** Literacy and English: **LIT 0-01c, LIT 1-01a, LIT 0-26a, LIT 1-26a** 

#### **Teacher quote:**

A lovely, felt, stop-motion animation. The soft, cuddly nature of the medium guides the audience to discussions of who do we trust and why? Pupils will enjoy the playful nature of the mild peril and comedic timing of the short. The expressionless face of Ronny is a definite highlight.

## Before watching the film:

## Activity 1: What is a Documentary? (Literacy and English)

**Resources:** Large sheets of paper, pencils/pens

Whilst the short is a parody, it will be useful for pupils to have some experience of documentary film. As a starting point, pupils should be given large sheets of paper. Using these, they should work in groups to note down things that they watch on television/cinema/YouTube etc. This can be written or drawn, or a mixture of both. Time should be given to share some of these film and screen media. The teacher should lead a short discussion about the different genres shared, e.g. animation, action, superheroes, documentary etc. If documentary has not been mentioned, it could be added to the list.

Using some appropriate footage, pupils should investigate what a documentary means. What happens in a documentary? How is it different from something like *Bluey*? What might you see in a documentary? Pupils should be given an opportunity to watch examples to help with this process. Two examples are listed below, but feel free to choose your own, appropriate for the age/stage/development of your pupils.

- Deadly 60 excerpt https://youtu.be/ztTyuav8avs?si=ozIZkLBnS23XUvil
- BBC Earth Kids, VIPet Vlogs! https://youtu.be/Ti7r0znyleU?si=-wF A4qbYsdpzLaF

After the film, this could be revisited (watch the film here https://youtu.be/DNCdNlvqmNg?si=51HQa5r2UvFtDOh5) and time given for pupils to think about whether or not *Ronny: A Crocumentary* was a documentary by comparing it to the previous clips above.



## Activity 2: Experimenting with Materials (Art)

**Resources:** Paper, pens/pencils, junk modelling, range of materials, clay/plasticine, scissors, glue paint etc.

Pupils should re-watch the film (https://youtu.be/DNCdNlvqmNg?si=51HQa5r2UvFtDOh5). Prior to watching, pupils should be asked to think about how the characters and scenery were made. What types of materials were used? What were the trees/ground/plants made of? Why do you think these were used?

Pupils should then brainstorm, in small teams, animals that they saw, but also that they didn't, but might have made it into the story. The extra animals should fit with the story, e.g. be able to be in the river or forest or treetops, etc. These could be written down or drawn collectively on a large piece of paper. Pupils should then be given the opportunity to choose an animal to create. They should be given a make it from a choice of materials to work with. For younger pupils they could make it once, for older pupils they may want to consider making it at least twice, using a different material for each version. They could then talk about which one they prefer and why.

**Extension task** – ask pupils to write about their character, either a description or by adding them into the story.

## Activity 3: Make a (Funny) Documentary (Literacy and English)

Sitting round in a circle, pupils could create their own version of the *Crockumentary*. They should pick something they know a lot about. This might be linked to topic work, or just something pupil(s) are fairly familiar with. *The Helicopter Stories* (https://youtu.be/UkJl8dyzRQQ?si=Vad-WyHdhdCiPAyn) strategy would support this. The "expert(s)" can be the documentarian(s), and the rest of the pupils could be acting out their documentary. Space should be given for creativity, allowing pupils to take a turn. Pupils could opt to share serious, factual information or, like the Crocumentary, a humorous version could be created.

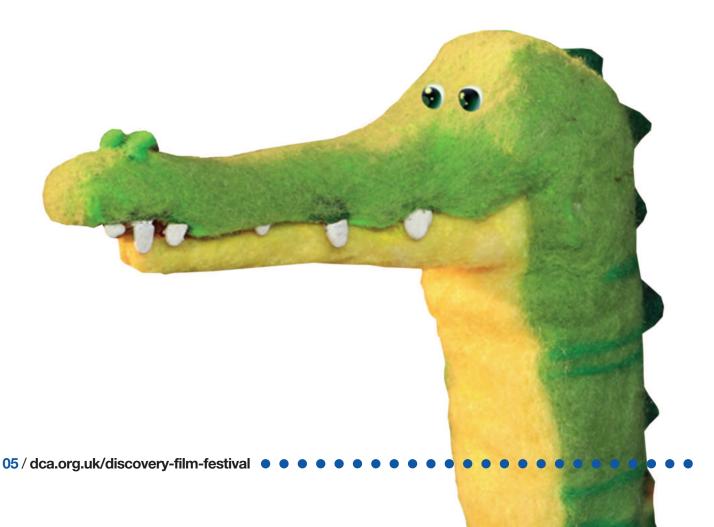
This can be repeated multiple times to allow pupils opportunities to take part in various ways within the story telling process. These could be recorded with audio or by being filmed, if required, so pupils could revisit their creations.

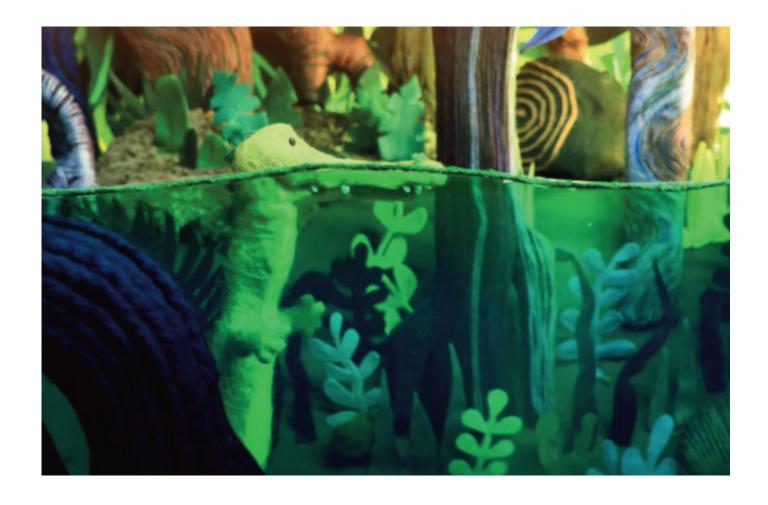
## Activity 4: Understanding Setting/Set Building (Art, Literacy, Film and Screen)

**Resources:** boxes paper, pens/pencils, junk modelling, range of materials, clay/plasticine, scissors, glue paint etc.

Pupils should investigate the different habitats that are shown, treetop, river, rainforest. Working in small groups, pupils should take a habitat and recreate it. This could be done using the characters they have chosen in **Activity 2**. Pupils should try to recreate the setting from the film using the cardboard boxes as the base and adding all the elements they think their scene needs. They may choose to enhance their setting by adding new elements that they think would be appropriate to make the scene better. This could either be 2D or 3D representations.

An extension to this activity would be to combine the scenes they have created and the animals they created in **Activity 2** and use an animation app (e.g. Stop Motion Studio, available in Dundee schools) to create an animated story based on the story of Ronny, or one of the other characters.





## **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