

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack: **A Minuscule Adventure**

Early Years and First Level | Created by Helen Appleyard

Discovery Film Festival: Sat 21 October – Sun 5 November 2023

DCA
Dundee Contemporary Arts

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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:
<http://www.discoveryfilmfestival.org.uk/resources>:

A Minuscule Adventure

Dir: Hélène Giraud and Thomas Szabolcs

France 2018 / 1h32m

No dialogue

A Minuscule Adventure (aka Minuscule – Mandibles From Far Away)

Explain to the children that the film (which has no dialogue) starts in France where the ants are collecting supplies for the winter, the checkered box contains sugar (a nod to the first film), and it's a young ladybird who ends up in the crate going to Guadeloupe and his father who with friends ant and spider set off to rescue him.

Watch the trailer at <https://youtu.be/qNhLylBLRE0>

Discussion questions:

- Can the children predict what might happen to the ant, spider and ladybirds?
- What do they think the title 'Mandibles from Far Away' refers to? (You may have to explain the word Mandibles first)
- Have the children heard of Guadeloupe, do they know where it is, can they guess from the setting in the trailer?
- What other insects or creatures did the children see in the trailer?
- Can the children predict whether the new creatures will be friend or foe to the group?

I listen or watch for useful or interesting information and I use this to make choices or learn new things.

LIT 0-04a

As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. **LIT 1-04a**

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

HWB 0-05a / HWB 1-05a 05 / discoveryfilmfestival.org.uk





Trailer Activities

Using Google Earth locate France and Guadeloupe and calculate the distance to Guadeloupe. Discuss how far the ladybird and his friend travel, compare this where the children may have been on holiday. Discuss how a difficult and long a journey this might be for a tiny minuscule insect.

Investigate the lives and habits of the mini beasts (i.e. ladybird, ant & spider) so that they can be compared to the new species encountered in Guadeloupe.

*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 1-07a***

*I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. **SCN 1-02***

*I have observed living things in the environment over time and am becoming aware of how they depend on each other. **SCN 0-01a***

Before watching the film

Ideas for discussion after the film:

Did the children's predictions match the film?

Which creatures ended up being friendly and which did not? Can they end identify some of the main themes in the story?

- The love story of the ladybirds
- The unexpected ally in the stinging bug
- The environmental theme of deforestation, destroying wildlife and building in conservation areas
- The journey of our food takes
- The change of the relationship between the ladybird and his child
- The strong bond of friendship

The Filmmaking Process

Ideas for discussion after the film:

This film *Minuscule Adventure* is the sequel to *Minuscule: Valley of the Lost Ants*. You can access a pack for the original film in the Discovery film festival resource packs 2016. Many of the activities created here are transferable to the new film *Minuscule Adventure*. It's worth downloading both packs for classroom ideas before and after the film. (It is not essential to have watched the original film but I can recommend it as a great introduction to the main characters of the ant, ladybird and spider).

The original pack (*Minuscule: Valley of the Lost Ants*) has the following activities Activity 1 and 3 have new supporting images in this pack in Appendix 1 & 2.

Activity 1 – Looks at Retelling the story and understanding key moments, you can find images from *Minuscule Adventure* in Appendix 1 in this pack to help you complete this activity.

Activity 2 – Explores the film making process mainly investigating camera shots which can be completed with images from the current film.

Activity 3 – Focuses on setting. Settings images for *Minuscule Adventure* can be found in Appendix 2 in this pack.

Activity 4 – Explores character and can be used for both films looking at different characters in each film. If you have watched the first film you could also discuss how the characters have changed since the first film.

Activity 5 – Looks at communication using sounds rather than words which is relevant to the *Minuscule Adventure* film especially as the ants manage to transfer a message from Guadeloupe to France using their equivalent of Morse Code. This could also be a good opportunity to learn nonverbal communication methods such as Makaton or BSL.





Living things

The ants and ladybirds are preparing for winter. Investigate how our native animals prepare for winter and hibernation.

Information about native wildlife can be found at nature detectives and teaching resources on the Woodland Trust website: <https://www.woodlandtrust.org.uk>

The children could investigate how to create shelters for mini beasts e.g. bug hotel or a hedgehog house.

*By exploring climate zones around the world, I can compare and describe how climate affects living things. **SOC 1-12b***

*I have observed living things in the environment over time and am becoming aware of how they depend on each other. **SCN 0-01a***

Country/Climate Comparison

The insect friends travel to Guadeloupe. The children could use this opportunity to investigate a country or environment other than our own. Younger children could use this opportunity to investigate the differences between hot and cold climates.

Guadeloupe

Guadeloupe is group of Islands (an archipelago) between the Caribbean Sea at the edge of the Western Edge of the Atlantic Ocean. This French Territory is made up of around a dozen islands but most of the population live on the two largest Islands, Basse-Terre Island and Grande-Terre Island. The mountainous Basse-Terre, the western island, is home to Parc National de la Guadeloupe which has at its centre an active volcano called La Soufriere.

The Islands are volcanic and have a tropical climate they have areas of rainforests, mangrove swamps, black sand beaches and coral reefs. <https://en.wikipedia.org/wiki/Guadeloupe>

Their investigation could focus on the new creatures encountered in this film and finding out about their life in the forest, or could take in the wider aspects of the flora and fauna of the Islands. Older children could look at the human influence on the Island.

N.B. Most of the creatures found in the film are based on real animal and insects, images of the filmmakers interpretations can be found in the French teachers pack and can be accessed here: <http://www.le-pacte.com/france/prochainement/detail/minuscule-2-les-mandibules-du-bout-du-monde/>

List of creatures found in the film:

- Hummingbird
- Praying Mantis
- Stick Insect
- Cockroach
- Hairy Spider
- The Stinging Caterpillar
- The Leaf Grasshopper
- Crab



*By exploring climate zones around the world, I can compare and describe how climate affects living things. **SOC 1-12b***

*I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment. **SOC 0-08a***

*By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. **SOC 1-13b***

*By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things. **SOC 2-12a***



Environmental Issues

Food Journeys

This activity may be more suitable for older first level pupils, but could be done as a teacher led discussion with early level.

The young ladybird travels approximately 4,000 miles in a box of chestnut puree to Guadeloupe. The other boxes are being sent around the world to:

City	Country	Approx Distance (in miles)
Beijing	China	5,000
Timbuktu	Mali	2,000
Toyko	Japan	6,000
Budapest	Hungary	700
Kathmandu	Nepal	4,000
San Francisco	America	6,000
Shanghai	China	6,000

Use a map or Google Earth to find these cities or countries, look at the distance to France.

Food Miles/Journeys:

- Have the children bring in a selection of different foods
- Find out where they come from
- On a large map mark where the food comes from
- Discuss the food miles. You can find a food miles calculator here: <http://www.foodmiles.com/>

Discuss:

- Which food travelled the furthest?
- Which food travelled the least?
- Can these foods be imported from closer to home?

Discuss:

- The environmental impact of importing food from abroad
- How the food gets here by air or sea
- How we make a difference.

Helpful resources can be found here:

Twinkl has resources on food journeys, food miles and where our food comes from appropriate to a wide selection of levels: <https://www.twinkl.co.uk/>

Countryside Classroom – food miles information sheet:

<https://www.countrysideclassroom.org.uk/resources/643>

I explore and discover where foods come from as I choose, prepare and taste different foods.

HWB 0-35a

When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.

HWB 1-35a

Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. **TCH 1-02a**





Stem Activities Science, Technology, Engineering, Maths

The travelling companions ant and spider have to solve a variety of problems during their rescue mission such as making their boat fly and float.



Balloon Challenge

Challenge the children to predict the number of balloons needed to lift a certain object then experiment with using balloons to lift the object. Were their predictions correct? Did the amount of air in the balloon make a difference?



Boat Challenge

Challenge the children to design and make a boat that floats and will support the ant and spider (toy insects or models could be used here). Limit the materials they can use, the boat needs to be waterproof and stable enough to weather a storm whilst carrying the ant and spider.

Record and discuss their end products.

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

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

TCH 1-10a

I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. SOC 2-08a

I explore and discover engineering disciplines and can create solutions. TCH 1-12a

Literacy Task



A *Minuscule Adventure* has an after credits scene. The red ants who fell into their own box and arrived in a busy restaurant in Beijing discuss what happens next. The children could use this scene as a stimulus for writing their own story or creating their own story board for Minuscule 3 (storyboard templates can be found on <https://www.twinkl.co.uk>)

By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. **LIT 1-26a**

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 1-20a**

Follow up

As this is a French film production there are opportunities to develop children's French vocabulary such as Countries, Animals and Insects and Shops.

Investigate other films depicting journey searching for a lost friend or child (e.g. *Finding Nemo*).



Appendix 2: Story Images





