DISCOVERY FILM FESTIVAL

Scotland's International Film Festival for Young Audiences



Teachers' Resource Pack: Tournesol (Sunflower)

Early Years and First Level I Created by Lynsey Dick

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



discoveryfilmfestival.org.uk

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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



Tournesol (Sunflower)

2023, Dir. Natalia Chernysheva, France, 4' 00"

Synopsis:

A sunflower unlike the others decides to change the way things are supposed to happen. Forget the sun, there's the moon!

Before visiting the cinema

Share the title of the film with the children. Explain that tournesol is the French word for sunflower.

Discuss with the children what a sunflower looks like. Talk about the vibrant yellow of the petals and how tall they can grow. Some of them may have grown them in nursery or at home.

Let the children see the trailer for the film. It can be found at: Tournesol / Sunflower (court métrage) | Teaser – YouTube

The full film is not yet available.

Activity 1: Talking and Listening

Questions for discussion

- What flower do they see?
- What time of day is it?
- How do we know this?
- Why is the sunflower awake at night?
- What will happen in the rest of the film?

After visiting the cinema

Activity 2: Science and Literacy

Discuss with the class that sunflowers are meant to track the sun, not the moon. Sunflowers grow to incredible heights, but they need the sun to do this. Talk about the other things sunflowers need to live and grow and why the children think this sunflower has chosen to become nocturnal.

Activity 2a

Using this as a stimulus look at the lifecycle of a sunflower.

With a younger class, have the children draw four pictures to demonstrate the different stages of the life cycle of the sunflower. This could be drawn on the sheet below or this could be a tuff tray activity.

With an older class have the children create a lifecycle poster or booklet. There is a link included below that shows how this can be done.

Guest Post – Making a Sunflower Life Cycle Poster and Booklet (activityvillage.co.uk)







Activity 2b

Having previously looked at the lifecycle of a sunflower, now explore what plants need to live, grow, and thrive. In the animation, we see the sunflowers track the sun, we see them being watered, we see them 'exercising' and growing. However, our sunflower in the animation shuns the daylight and becomes nocturnal, marvelling at the nighttime. But this has an impact on the sunflower.



Watch this clip about what plants need to live and grow: What does a plant need to grow? – BBC Bitesize

There is also a wonderful CBeebies series called 'Maddie, the Plants and You' on BBC iPlayer which has lots of facts about plants.

Have the children recap all the things plants need to live and grow:

- Sunlight
- Oxygen
- Water
- Soil

Now plant some sunflower seeds with the class. First, make some predictions about your sunflowers. The class are going to take part in a control experiment. Some sunflowers will be planted with access to all the correct conditions they need to grow, some will be planted but then kept in a dark environment.

If you are doing this with a young class, let all the children plant a sunflower seed so they can experience caring for a plant and watch it grow.

Plant extra seeds as your 'control' as this will avoid upset.

Ensure that the children record their predictions. You could use different controls such as a dark environment, somewhere warm or cold, placing the pot in a bag to limit oxygen, and limiting the amount of water given.

Use the sheet on the next page to record the experiments.

This can be done with a younger class, but you may want to work in groups and record their predictions for them. An older class could work in pairs or individually and should be encouraged to record the predictions with some support or independently.

I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them. **SCN 0-03a**

I can help to design experiments to find out what plants need in order to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school. **SCN 1-03a**

Science Experiment Title		
Our Predictions	What happened?	
Why do we think this happened?		

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Activity 3: Technology

One of the brilliant sequences in the film is when the sunflowers are 'exercising.' This would be a great opportunity to have the children create their own piece of animation.

Activity 3a

A very simple way to do this is to create a thaumatrope. A thaumatrope is a Victorian toy that showed a character or object suddenly change. Use the two images above to help the children understand the sequence of the sunflowers.

The children will draw two images of the sunflowers. One where the sunflower is standing normally, one where it has changed. This might be into a star jump, bending, stretching, doing a push up, running, or hopping etc.

BBC History page explaining early animation: https://www.bbc.co.uk/history/handsonhistory/victorians.shtml

Thaumatrope Explanation and Instructions to download: Layout 1 (bbc.co.uk)

Use the template on the next page to draw the sunflowers on.

You can use string to move the images or a straw or long stick to spin it in your hands.



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Activity 3b

A more challenging activity would be to look at the full sequence of the movements when the sunflowers are exercising.

This would allow the opportunity to create another type of animation, a flip book.

Watch the video below, it is quite old but shows the basics of creating a flip book.

Flip book instruction and example video: **BBC – BBC 21CC, Making a flip book**

Flip book downloadable instructions: making_a_flip_book.pdf (bbc.co.uk)

Have the children start with a simple animation such as a stick man doing a star jump.

Talk them through the steps, have some children demonstrate a star jump and have them observe all the different movements. Individually or in pairs have them create their own stick man flip book and then move on to the flip book for the sunflower.

I explore ways to design and construct models. TCH 0-09a

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

I explore everyday materials in the creation of pictures/models/concepts. **TCH 0-10a**

I can recognise a variety of materials and suggest an appropriate material for a specific use. **TCH 1-10a**

I explore and discover different ways of representing ideas in imaginative ways. I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. **TCH 1-11a**

Activity 4: Listening and Talking and Expressive Arts - Music

As there is no dialogue in the animation, the sounds in the film are one of the most important ways to tell the story. If the full film becomes available to rewatch, have the children first just listen to the animation. Turn the interactive screen off or have the class turn away from the board so hey can't see it.

They encourage the children to really listen to the animation.

- What sounds can they hear?
- How do they know it is daytime?
- How do they know the sunflowers are in the scene?
- Can they tell when it changes to nighttime?
- What clues do they hear?
- What animals do they hear?
- What instruments can they hear?
- How does the music change?
- How does the music make them feel?
- Does it represent how the character, the sunflower feels?

I can respond to music by describing my thoughts and feelings about my own and others' work. **EXA 0-19a**

I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 1-19a**

Inspired by a range of stimuli and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. **EXA 0-18a / EXA 1-18a**





Literacy Experiences and Outcomes for the whole pack:

Listening and Talking, Reading, and Writing

I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b

I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. **LIT 1-11a**

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c

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 formation for a specific purpose. **LIT 1-04a**

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 / E NG 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 enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-19a

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**

I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. **LIT 1-24a**

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. **LIT 0-26a**

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**



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 **mike.tait@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 sarah.derrick@dca.org.uk