

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack: **Tournesol (Sunflower)**

Early Years and First Level | Created by Lynsey Dick

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

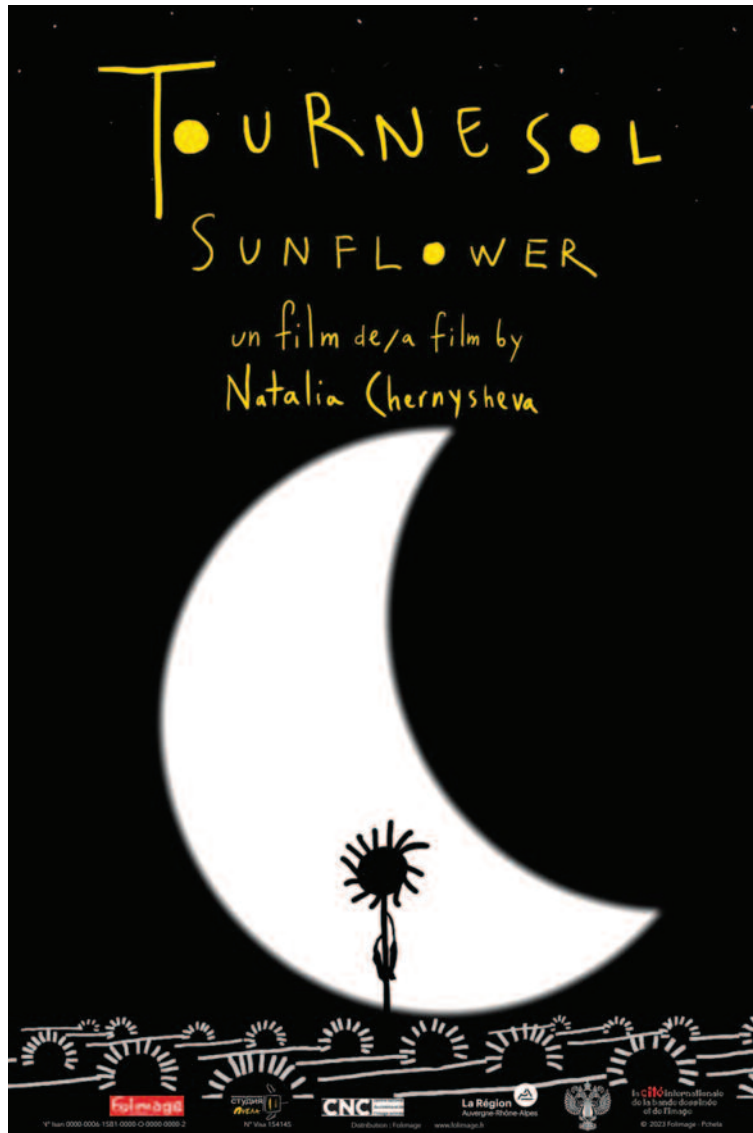
DCA
Dundee Contemporary Arts

DUNDEE
ONE CITY, MANY DISCOVERIES

CREATIVE LAND SCOT
ALBA | CHRUTHACHAIL

discoveryfilmfestival.org.uk

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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>



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:

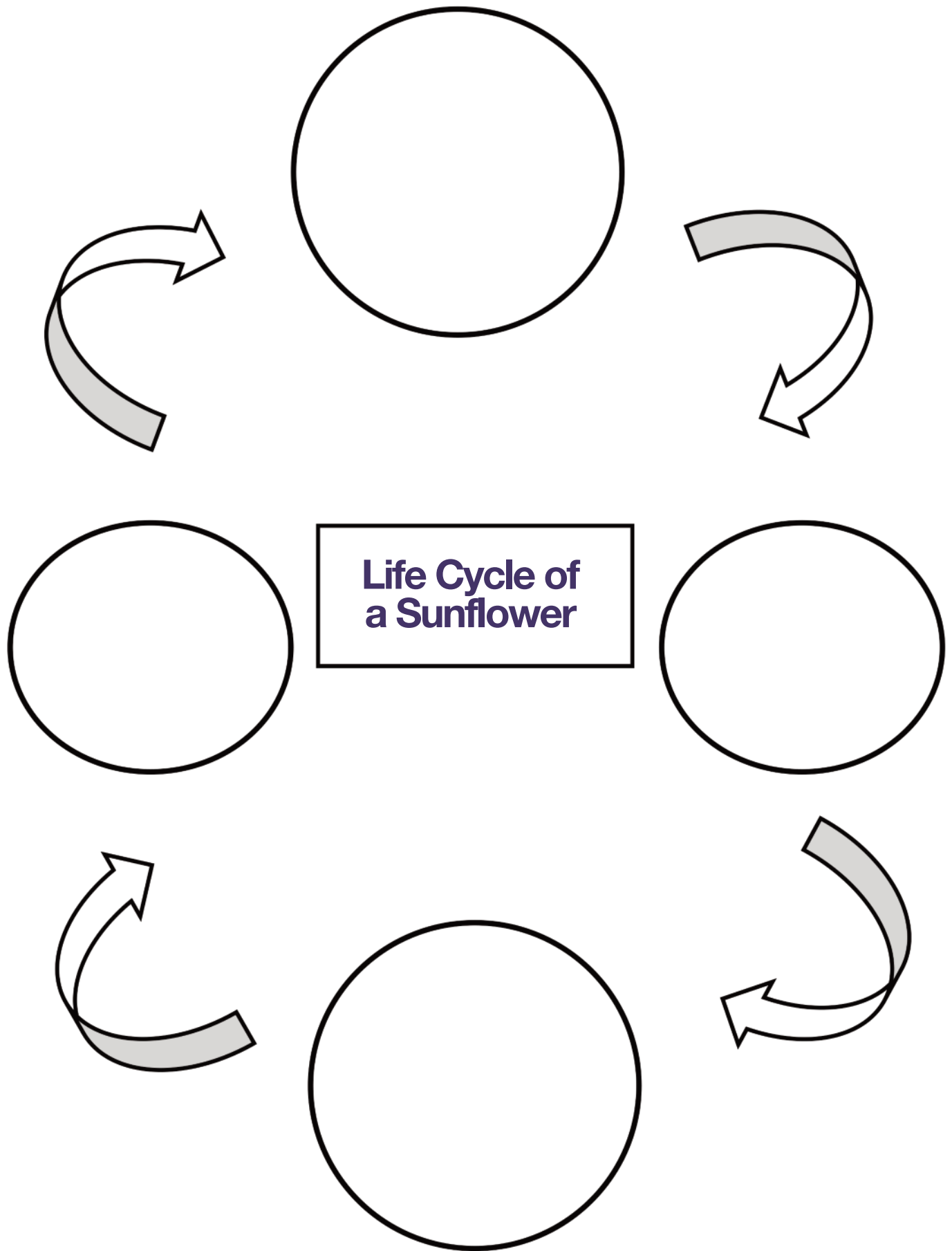
Tournesol / Sunflower (court métrage) | Teaser – YouTube

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?



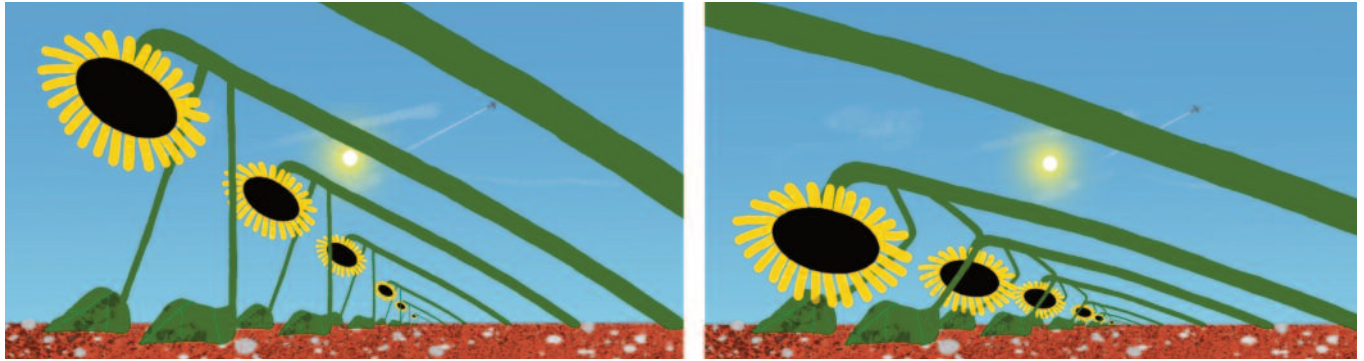


Science Experiment Title

Our Predictions

What happened?

Why do we think this happened?



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

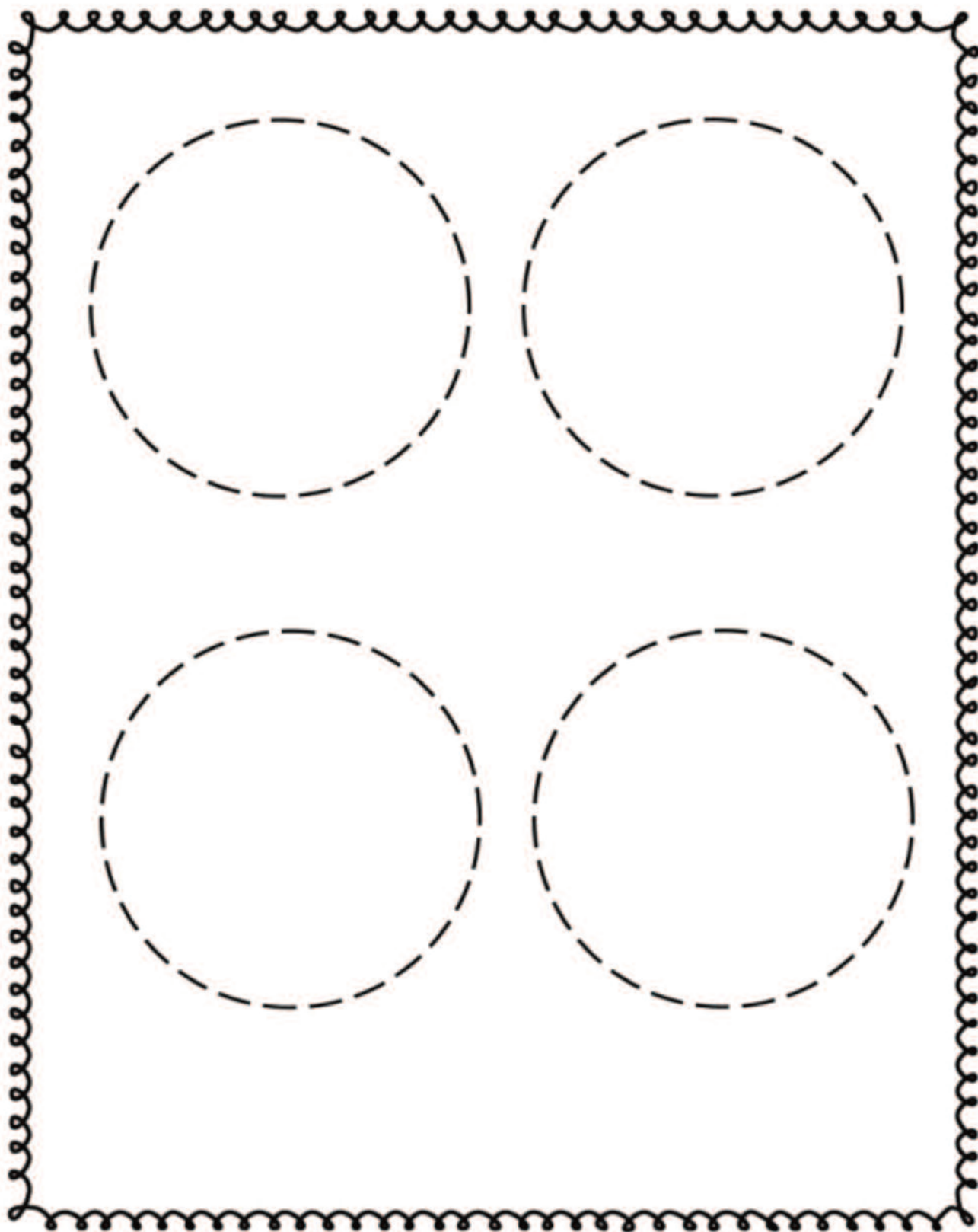
A very simple way to do this is to create a thaumatrope. A thaumatrope is a Victorian toy that showed a character or object suddenly change. Use the two images above to help the children understand the sequence of the sunflowers.

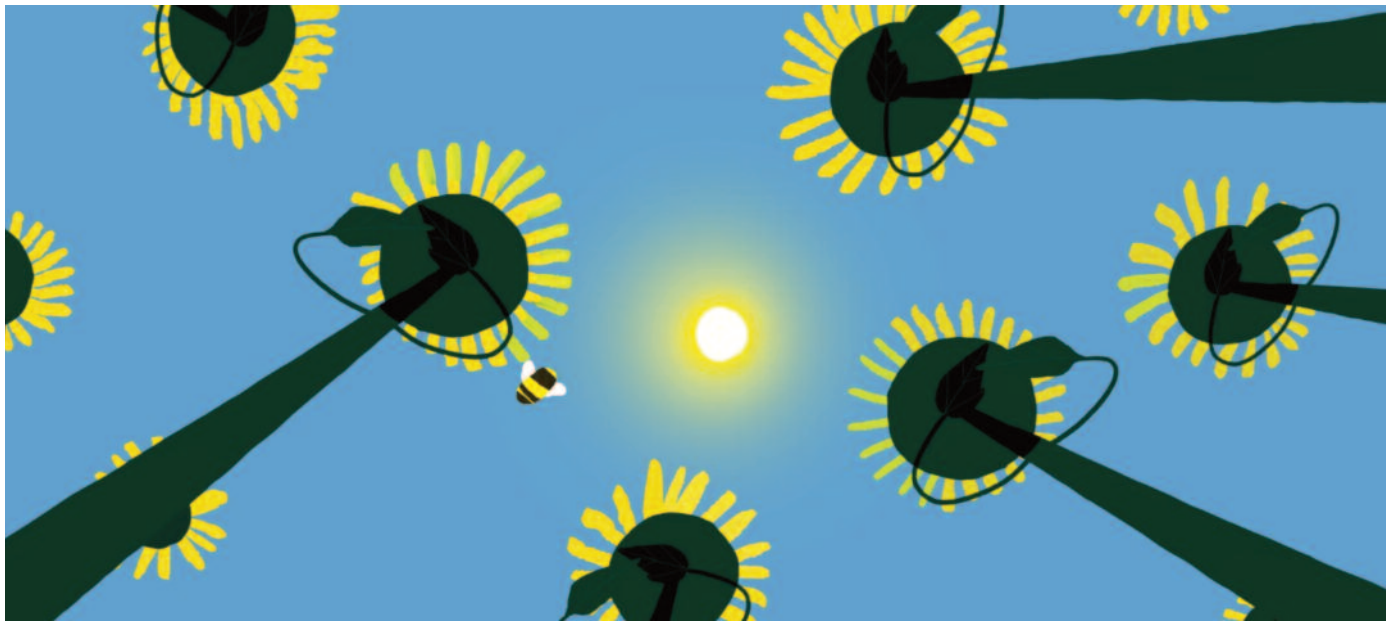
The children will draw two images of the sunflowers. One where the sunflower is standing normally, one where it has changed. This might be into a star jump, bending, stretching, doing a push up, running, or hopping etc.

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.





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



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