DISCOVERY FILM FESTIVAL

Scotland's International Film Festival for Young Audiences

Teachers' Resource Pack:

Shorts for Middle Ones – Buzz

Second Level | Created by Lindsey Law

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

DCA
Dundee Contemporary Arts

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ONE CITY, MANY DISCOVERIES

CREATIVE SCOTLAND
ALBA | CHRUTHACHAIL

dca.org.uk/discovery-film-festival

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:
https://www.dca.org.uk/discovery-film-festival-resources

Buzz

Dir: Bryn Chainey and Andrew Brand

UK 2023 / 9m48s

Buzz

Synopsis:

This dialogue-free animation tells the story of an experimental base in Space which is attempting to create the ideal growing conditions for food production. It recreates a farm setting including farmyard creatures such as a cockerel, cow, rabbits and bees. This is overseen by a scientist who monitors progress and reports back to Earth. Buzz, the eponymous character breaks free from the regular routine of the day when it spots a glittering toadstool. Buzz hides the toadstool and takes it to cave late at night. This has repercussions for Buzz and it takes the ingenuity of the remaining farm animals to free Buzz. A devastating event on the base causes the scientist to seek out what Buzz has done and comes upon a revelation which should change the direction of future life on this planet.

Teacher's notes:

Age and stage recommendations, including CfE objectives:

This animation is aimed at learners within the First Level of Curriculum for Excellence. The following CfE Experiences and Outcomes are covered in this pack:

Literacy – Listening and Talking: **LIT 1-02a, LIT 1-04a, LIT 1-05a, LIT 1-07a, LIT 1-08a, LIT 1-09a, LIT 1-10a**

Art and Design: **EXA 1-02a, EXA 1-03a, EXA 1-04a**

Science – Biodiversity and interdependence: **SCN 1-01a, SCN 1-02a, SCN 1-03a, SCN 1-04a**

Topical Science: **SCN 1-20a**

Technologies – Digital Literacy: **TCH 1-01a, TCH 1-02a**

Maths: **MTH 1-13a, MTH 1-16a, MTH 1-16b**

Teacher quote:

I have used film in the classroom for many years. The films offered by Discovery Film Festivals offer a rich and varied resource of which I never tire. In the classroom the same film can be delivered and studied in a myriad of different ways depending on the curriculum areas being covered. I have used a range of films for different topic work with a hugely varied ability range. It offers learners the opportunity to see the world from a different perspective and culture. In this regard *Buzz* fits the mould perfectly. I found it to be a tremendously enjoyable animation as well as an extremely good resource from which to introduce a variety of topics.

This current animation lends itself to a wide range of topic areas from Space, Eco awareness, Science, Maths and collaborative working amongst the characters. All of these opportunities are presented in a very inviting, child friendly but nevertheless thought provoking film. In addition, learners benefit from a broad range of approaches including visual and auditory experiences which can make it more meaningful and memorable.

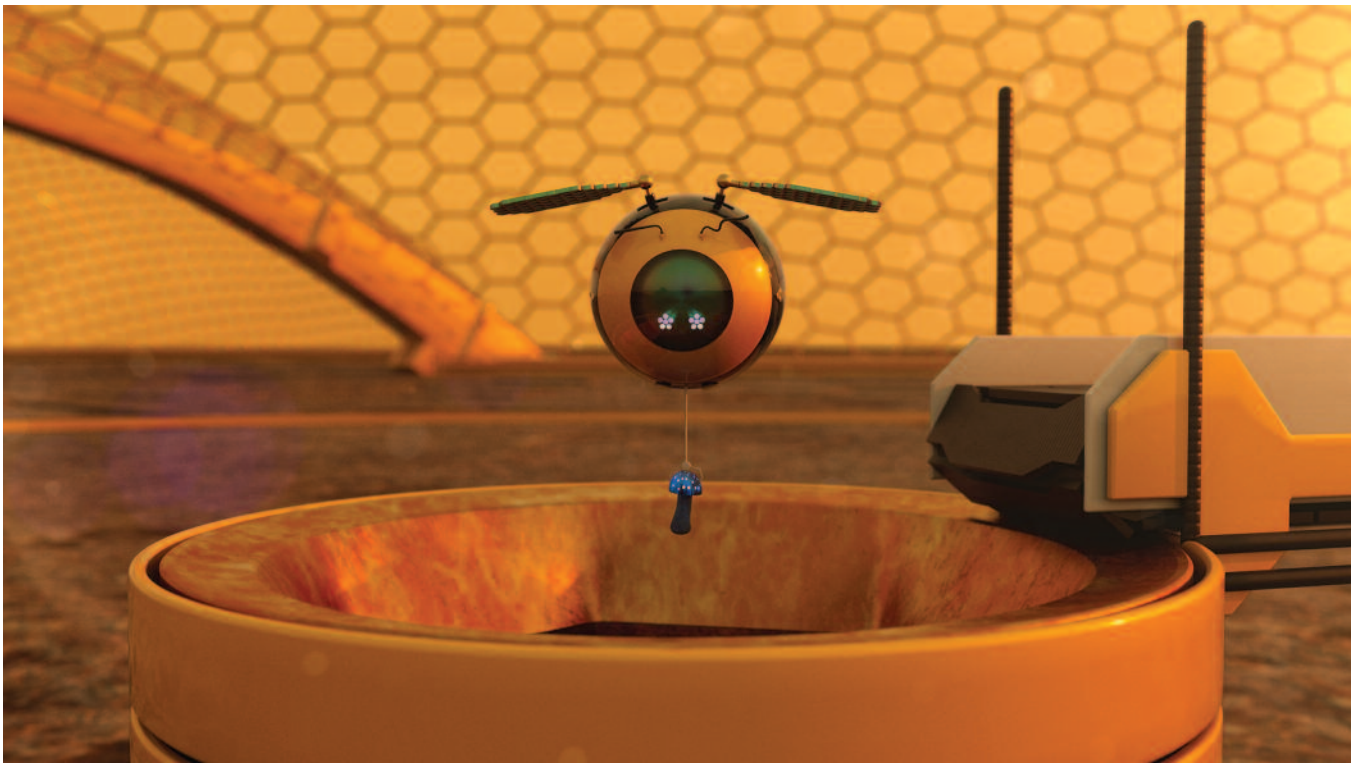
Before watching the film:

Activity 1: ***Buzz*** **Poster (Literacy – Listening and talking)**

A film poster is used to give you some clues about what the film is about. It is used to invite your curiosity and encourage you to come and see the film.

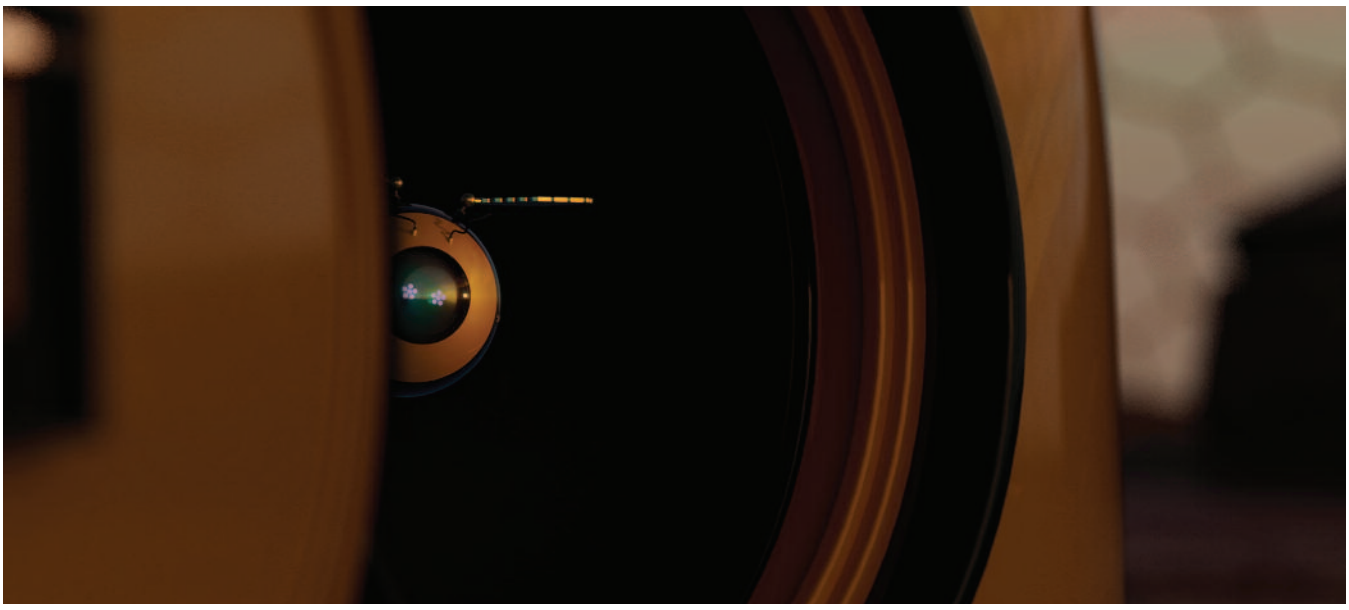
Either display the poster **Appendix 1** on the interactive whiteboard or print out copies for group sharing.

- What kind of film do you think you are you going to see?
- What is the title of the film?
- What do you think this tells you?
- Describe what you see in the whole picture.
- Now describe the main larger character which looks like a bee but it is different in a number of ways, for example, the wings and eyes.
- Does this give you any further clues about the film?
- Describe the fungi that you see in the picture.
- Have you ever seen fungi like this before?
- Do you think the bee and the fungi are on Earth?



Activity 2: **Group Questions and Discussion (Literacy – Listening and Talking)**

- Where do you think the animation is set? Give reasons for your answer.
- The animation uses a limited colour palette of darkish reds and brown. This is also a clue.
- In a much later scene in the animation when the scientist is being told off, there is another clue on the screen which shows two planets. What are they?
- What kind of characters are in the story? Name as many as you can.
- Where would you find some of this type of characters here on Earth?
- What is being recreated on this planet?
- What does the main character, Buzz, find in the vegetable plot?
- Does Buzz do as directed by the scientist?
- What happens to Buzz after returning from leaving the fungus in the cave?
- How is Buzz rescued?
- How does the scientist respond to the deserted vegetable patch in the dome?
- How is power generated on this planet?
- What kind of transport does the scientist use to travel to the cave?
- What amazing discovery does the scientist make on finding the fungi in the cave?
- What could this mean for the future of scientific work on the planet?



Activity 3: **Identifying Hexagons (Maths)**

Hexagons feature throughout this animation. Ask learners why they think hexagons are the shape of choice.

Divide class into small groups. Look carefully at **Appendix 2** and see just how many you can find in Images 1 and 2

Create a list and then compare your list with lists from all the other groups.

A tessellation is a pattern which repeats itself with no spaces. There are 2 short video clips to introduce the concept.

Tessellation Creator:
https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Tessellation-Creator/

Tessellation | Mathematics Grade 3 | Periwinkle a guide:
https://www.youtube.com/watch?v=ZXU28FhYY_M

Now create a pattern or tessellation of your own using hexagons. Colour it in as you wish.

Activity 4: **Design a logo for Your Classroom (Design)**

A logo is a symbol or other small design used by an organisation to identify its products, uniforms, etc. Logos are used on school uniforms, for example.

Logos can include words or initial letters. Here you can see Tim Peake's Principia mission logo, which was designed by a 13-year-old boy:
https://www.esa.int/Science_Exploration/Human_and_Robotic_Exploration/Astronauts/Tim_Peake_s_Principia_mission_logo

In **Appendix 3** you can see examples of logos for NASA, the National Aeronautics and Space Administration, and for ESA, the European Space Agency. Do also have a close look at the small logo on one of the bunny robot characters. Note how the design incorporates what the logo represents.

Working in small groups design a logo for your class. The design should reflect what your class means to you. Once completed, discuss which logo or logos best reflect how the class wishes to be seen. Once a design or designs are chosen, display them on the classroom door.

Activity 5: **Design the Perfect Astronaut Equipment for the Scientist (Art and Design, Science)**

Using the astronaut figure in **Appendix 4**, design the equipment a scientist or astronaut would need when on the surface of a planet which has no breathable oxygen. Science fiction series like *Star Trek* used devices that were not available at the time, such as folding mobile communication devices and stun devices. These gave inventors ideas which then, many years later, became a reality. With this in mind add any additional design features that would be helpful or creative. Label these. Create a wall display of the astronauts with a background of the red planet.

Appendix 1: Poster

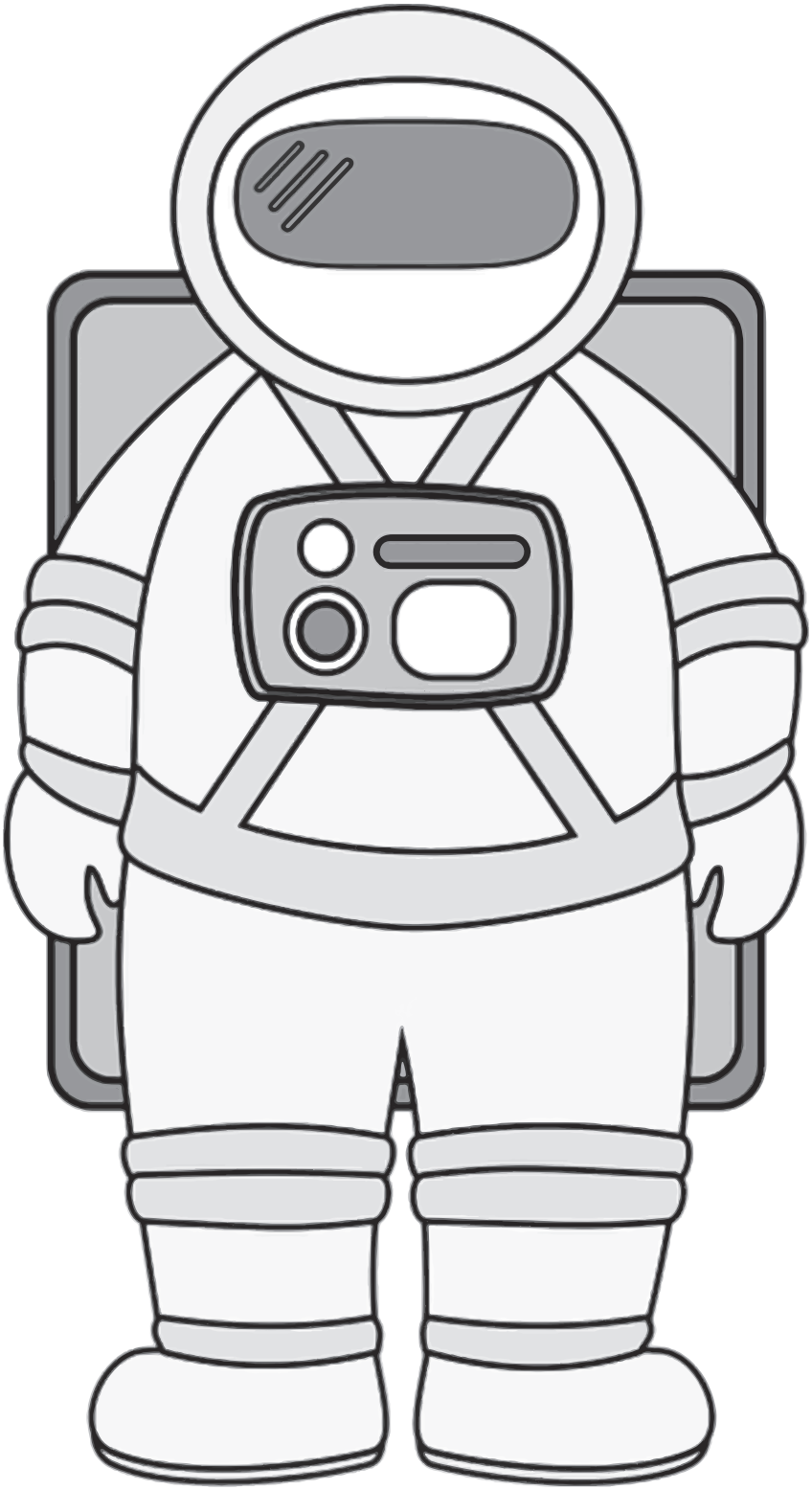
Appendix 2: Hexagons

Image 1

Image 2

Appendix 3: Logos

Appendix 4: Astronaut template



Useful websites/links:

NASA Kids' Club – NASA: This site has a huge variety of Space related information and activities.

Mars 2020: Perseverance Rover - NASA Science: Compare this with the landscape in the animation.

ESA – Space for Kids – learn: This site has a huge variety of Space related information and activities. In addition, it has a character called Paxi which is of interest to younger learners.

https://spaceplace.nasa.gov

ESA - Tim Peake's Principia mission logo

Plantlife: a charity promoting support of wild plants and fungi

Top 17 Plant Science Experiments: Exploring Plant Growth – Education Corner:Wide range of plant experiments to try

The Eden Project: has a variety of images on its website which learners should recognise as inspiration for the film which they have seen

BBC Bitesize: Earth Squad Go! Science KS2

BBC Bitesize Space KS2 Topic Pack: How do astronauts stay alive in Space?

Twinkl Scotland has a range of suitable resources:

All About Bees Resource Pack

Bees and Honey Information Power Point

Lifecycle of a Honeybee Power Point

RSPB: Education and inspiring the next generation. Offers educational resources and ideas. Also, teachers can register for RSPB Wild Challenge which enables access to resources and certification.

Items listed below support **Activity 4**:

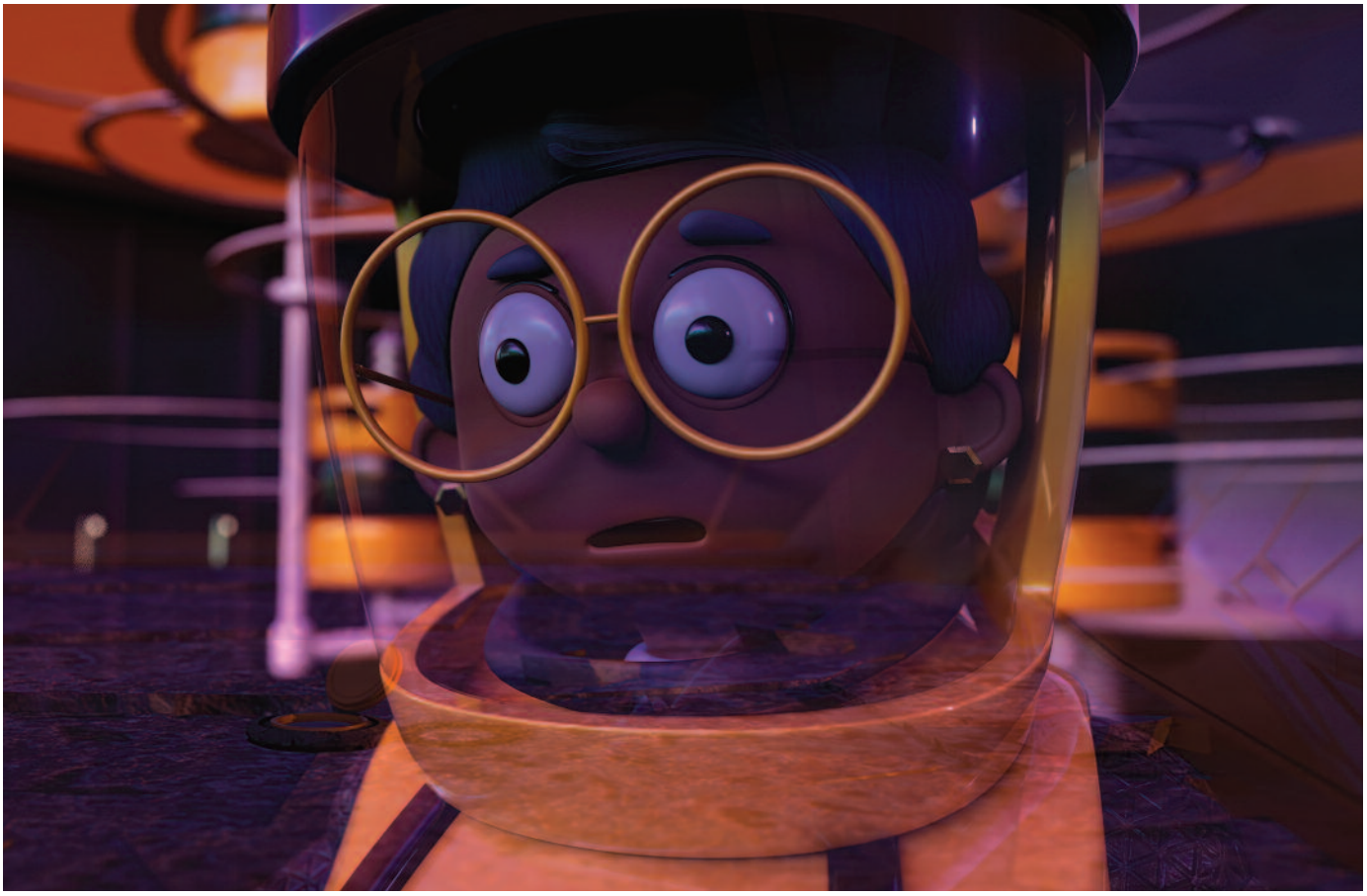
Why Nature Loves Hexagons:Short film clip to explain natural hexagons.

Why Hexagons are Nature's Perfect Shape: The Bee Secret.Short film clip.

Tessellation Creator:Top Marks tessellation creator.

Tessellation | Mathematics Grade 3 | Periwinkle a guide.

What is a tessellation? #tessellate #geometry #minitymaths



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**