

Educational Pack Primary 1

AiM Educational Resources

Dear Teacher,

This resource pack contains several ideas for follow-up activities for you to run with your class in order to further their experience with the film. The activities within have been designed to offer a cross-curricular approach.

It is our hope to encourage:

- Creative Imagination
- Storytelling
- Working Collaboratively
- Learning about Africa from the Past & Present

Through using:

- Research Skills
- Speaking, Writing & Listening Skills
- Art & Design

The preparation section in each activity outlines:

- The aim of the exercise
- What you will need to do it
- A suggested timescale

L'arbre aux esprits (Tree of Spirits)

Cilia Sawadogo · Burkina Faso 2005 · 45m · French with English subtitles (subtitles will be narrated) · PG · Animation

This wondrous story takes place between the ancient world of spirits and the modern world of environmental issues in Africa. In the savannas, Kodou and Tano meet Ayoka, the guardian of a beautiful ancient tree threatened by a ruthless businessman who intends to cut it down. The children know that without the magical baobab tree, the passage to the surface is forever closed and the spirit of rain will never be able to reappear. Kodou, guided by Ayoka, goes on a quest to find his ancestors who will help save the tree, while Tano stays hidden in the branches of the tree to guard it. Kodou and Akoya discover that the baobab is the passage between two worlds – the spiritual world and the world of humans. The liminal area between those two worlds is where the future of the land will be decided.



The Legend of Ngong Hills

Kwame Nyong'o · Kenya 2011 · 10m · Animation

Based on a Maasai folktale, this action/adventure short tells the story of how the horrible Ogre, who has a habit of attacking the Maasai village, falls in love with the beautiful young maiden Sanayian. With this knowledge, the villagers finally find a way to trump the Ogre and protect their village.



Za Mwizi 40

Anaeli Kihunrwa · Tanzania 2011 · 7m · Swahili with English Narration · Animation

An entertaining Tanzanian animated short about how, at the end of the day, the thief always gets caught.



Sibo and Friends

Natalie Wood · South Africa 2010 · 3m · Animation

Sibo and her friends are on an afternoon fishing adventure when they come across a fish in a pond, battling to survive because the water has dried up. They rush to the wise Professor and Earth man who explain that water is becoming scarce around the world, and how this precious commodity must be preserved.



Curriculum for Excellence - Global Citizenship

Developing global citizenship within the Curriculum for Excellence is about recognising our responsibilities towards each other and the wider world. The outcome will be our children and young people as global citizens, able to take up their place in the world, contribute to it confidently, successfully and effectively, understanding the rights and responsibilities of living and working in a globalised world.

Education for Citizenship

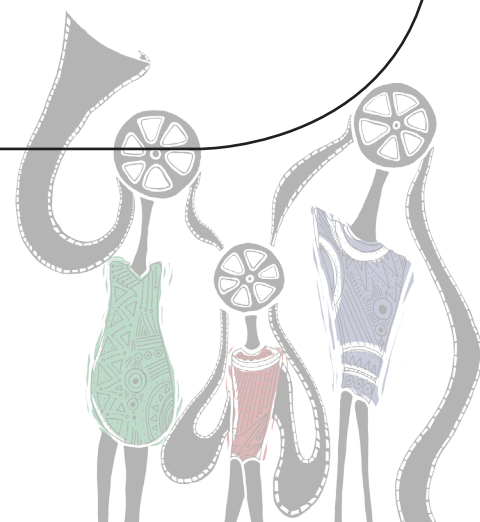
- Developing children and young people's sense of rights and responsibilities within communities at local, national and global levels
- Fostering informed decision making and the ability to take thoughtful and responsible action, locally and globally

International education

- Preparing children and young people for life and active participation in a global, multicultural society
- Developing a knowledge and understanding of the world and Scotland's place in it

Sustainable development education

- Enabling children and young people to appreciate the interdependence of people and the environment and motivating them to live sustainably
- Contributing to a fair and equitable society that is living within the environmental limits of our planet, both now and in the future



Educational Pack Primary I

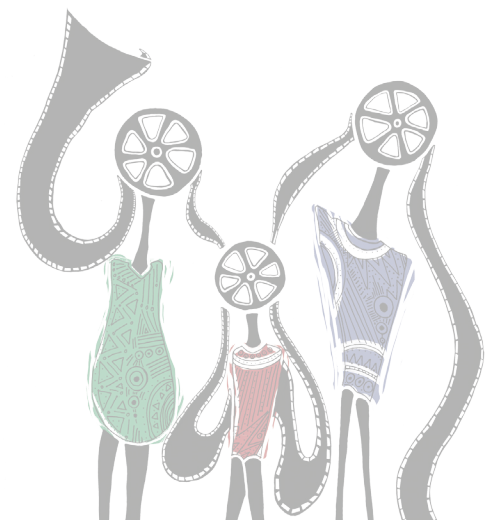
The following ideas are presented with the intention of inspiring follow- up activities for you to run with your class.

Activities

- Drawing a Scene (15 min)
- Comparative Study of Animations (15-30 min)
- Translation Skills (15min)
- Identifying Characters/Cards (60min)
- Storyboarding (60min)

Themes

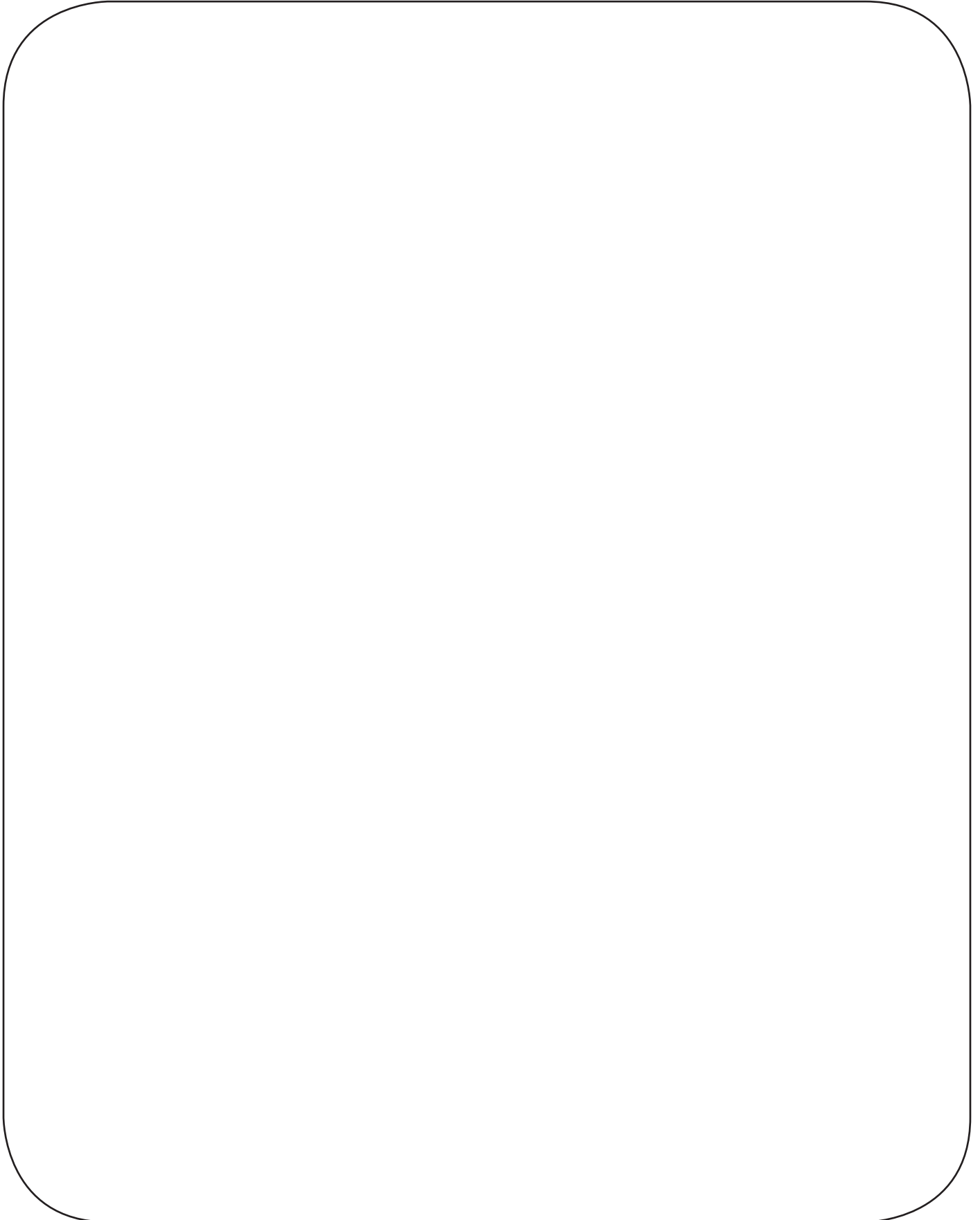
- Spiritual/Magical vs Real
- Ancient vs Modern
- Environment/Natural Resources
- Friendship
- Loyalty



Educational Pack Primary I

Drawing a Scene (15mins)

Using the bubble below, draw a scene from *Tree of Spirits*:

A large, empty rounded rectangular box with a black border, intended for drawing a scene from the book 'Tree of Spirits'. The box is centered on the page and occupies most of the lower half of the page.

Comparative Study of Animations (15-30 min)

Compare and discuss the following animations:

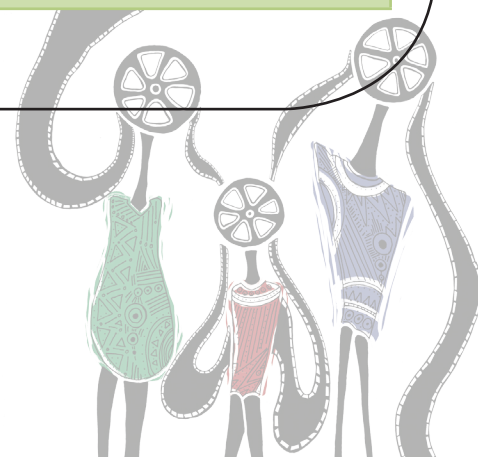
1. The Simpsons
2. Creature Comfort
3. Wallace & Gromit
4. Ice Age
5. Up

Translations Skills (15 min)

Starting point:

Translate the following words and expressions from French to English (you would need to use an online dictionary to find the English translations):

French	English
Arbre	
Esprit	
Savanne	
Couper	
Enfant	
Histoire	



Identifying Characters/Cards (30min) (part 1)

1. MAKE AND COMPLETE CARDS (see template)

Make a Character Card for each character.

Divide yourselves into groups with each group working on one character.

- Kodou
- Tano
- Ayoka (the guardian of the tree)
- Grandparents
- Monkey
- Truck driver

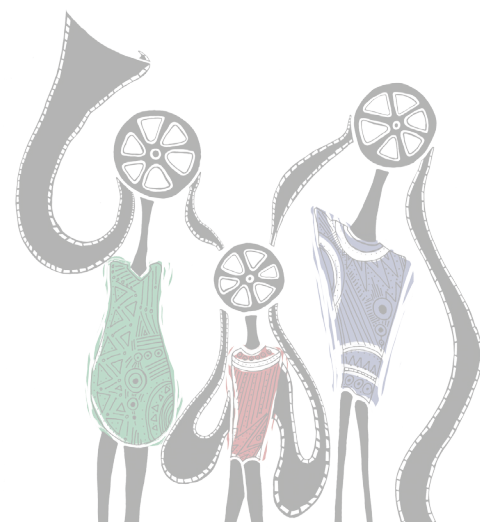
2. TALK ABOUT TEAM WORK

When all character cards have been completed:

- The groups should discuss and list what each character did or did not do successfully to help stop the Tree of Spirit from been cut down.

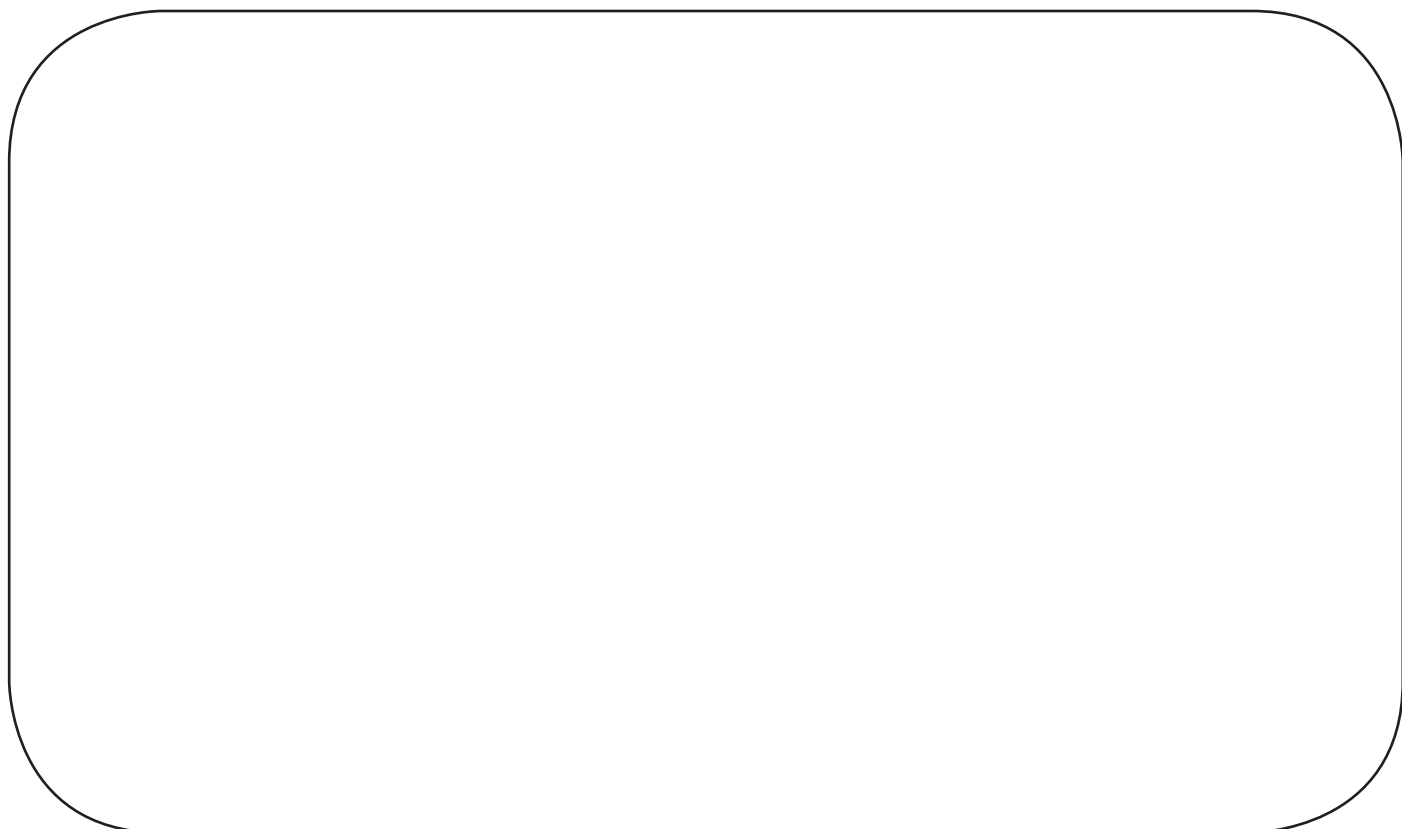
3. PRESENT YOUR FINDINGS: HOLD AN ASSEMBLY ON TEAMWORK

- For a class presentation or school assembly.
- Depending on time and resources, enhance the performance with costumes and props.
- Children representing the characters in the *Tree of Spirits* introduce themselves explaining why their character is special and/or the contribution towards saving the tree their character has made.
- Discuss how working together could enhance the activities of your class/school.

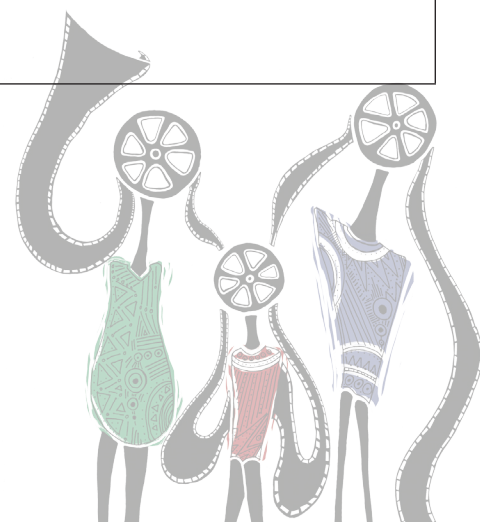


Identifying Characters/Cards (part 2)

Draw a picture of the character below:



What is this person's name?	
What is this person's age?	
What is this person's gender?	
What are this person's physical traits?	
What does this person do?	



Simple Storyboarding (60 min) (part 1)

Use information from *Tree of Spirits* for writing your own short story. Consider all subjects (themes & characters) and styles of writing. Consider changing the setting. Study some comics to see how they tell a visual story. Storyboards look a little like comic strips.

Below are some questions to guide your storyboarding:

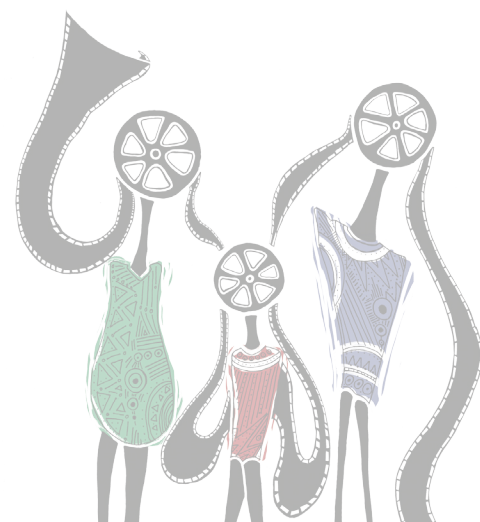
Think about the plot: Why does Kodou follow Ayoka, the Guardian of the Spirits' Door?

Think about the setting:

How would the story change if the setting were different; for example in a city, or a forest instead of a desert savannah?

Think about the themes: Why are trees so important? What do they give us? Do you think magical trees exist? Why do we need to protect the environment? What are the biggest threats to the environment? What would happen if one day you turned on the tap and no water came out? Have you ever had to protect a sibling or a friend? Did a sibling or friend ever protect you? Why do you think you/they did that? Why are friends important?

Think about the characters: How does the trip to the world of the ancestors change Kodou's idea of the real and spiritual worlds? What role does Ayoka play in Kodou's experience? Why does Tano stop being afraid of the Tree of Spirits? Why is the entrepreneur so determined to cut the Tree of Spirits?

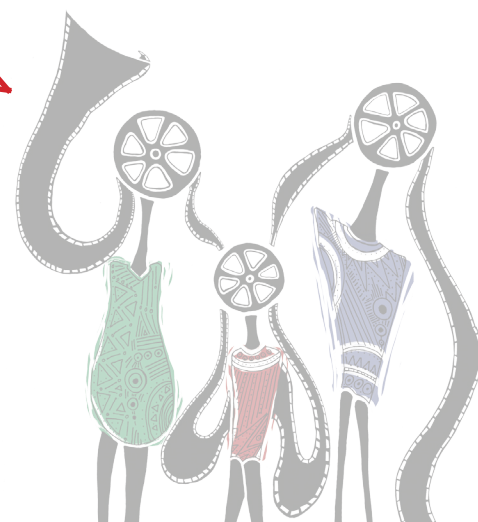


Below is some guidance to help you plan your story:

- **Introduce your main character and setting** – Who is s/he? Where is s/he? What is s/he doing? Who is with her/him? What is her/his character weakness?
- **What does s/he want** - The main character finds out or reveals that s/he wants something, or discovers s/he has a problem that must be solved.
- **Initial actions** - The character then sets out to get what s/he wants or to solve her/his problem.
- **Set-backs** – What obstacles get in the way of her/him getting what s/he wants or solving her/his problem?
- **Conflict** - Is there any conflict with other people who don't like what s/he is doing, or the way s/he is going about it? How does s/he overcome them?
- **Final struggle** - The main character summons all her/his will & strength in a final effort to achieve her/his goal.
- **Endings** – What happens in the end? Does s/he achieve her/his goal? What has s/he learned in the process?

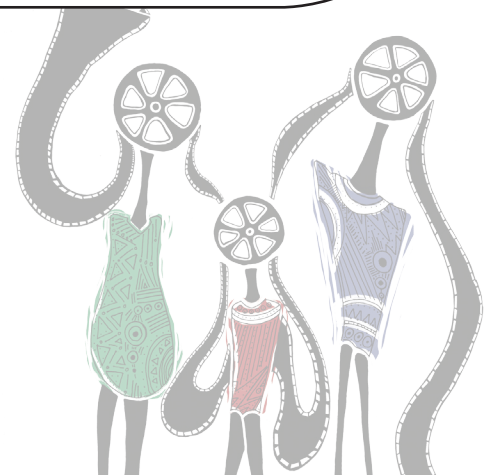
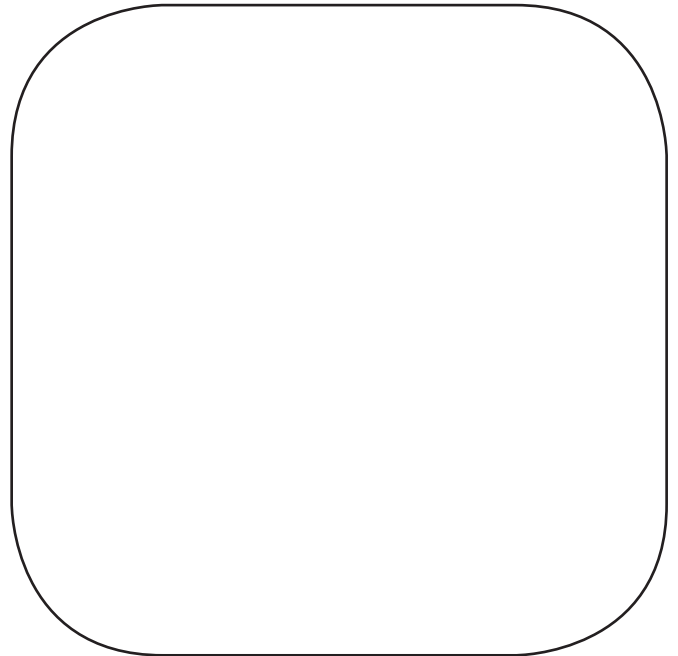
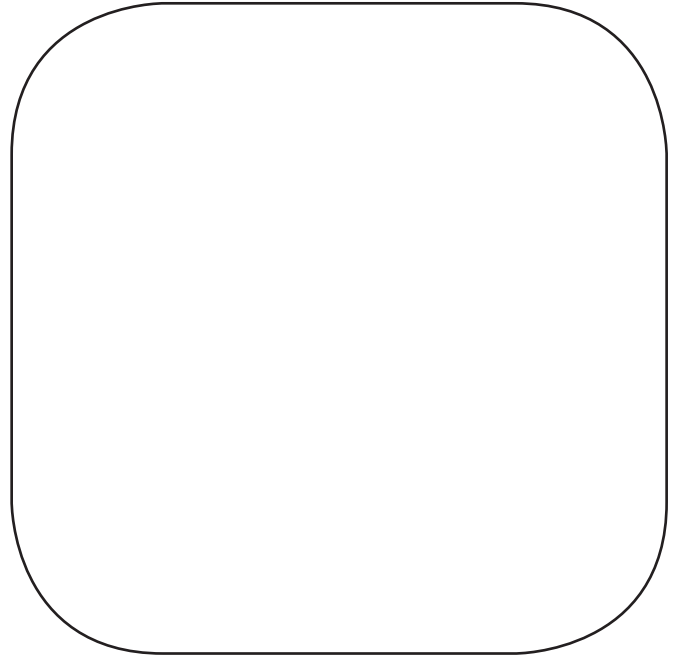
Surprise

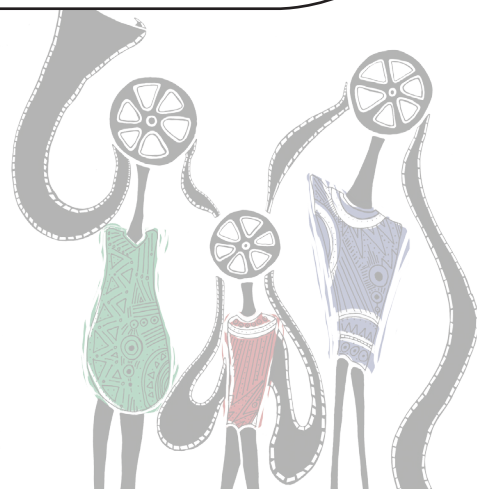
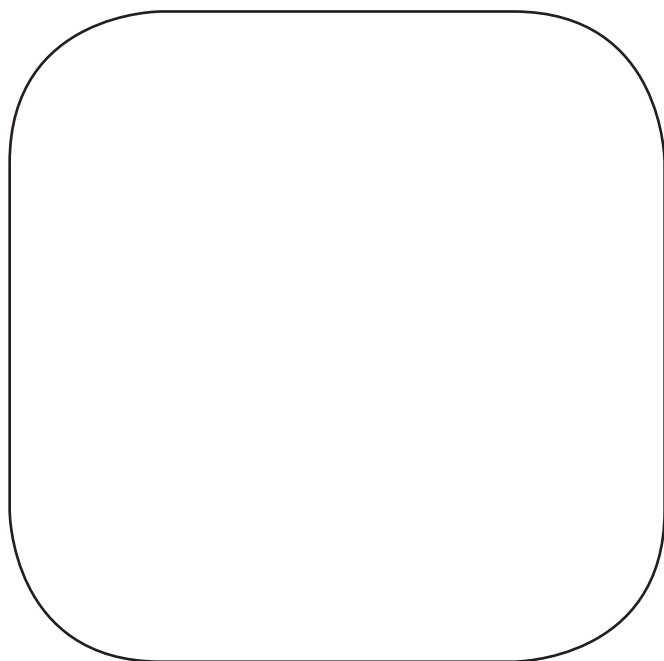
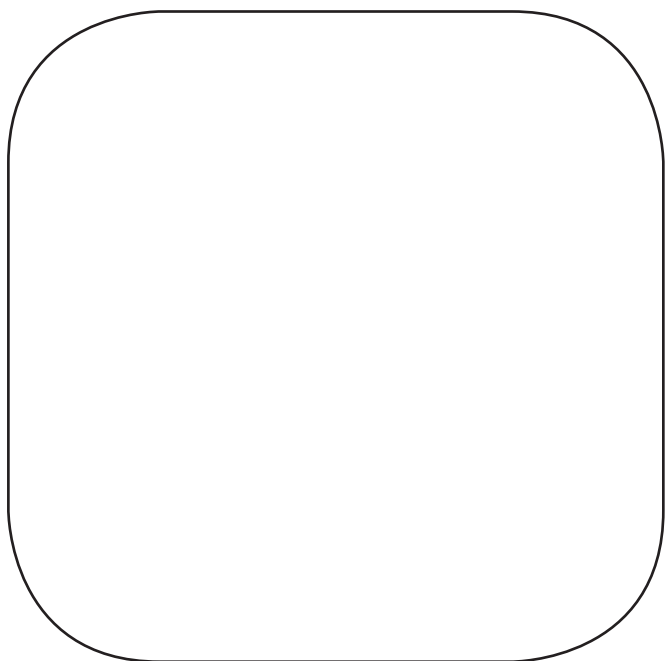
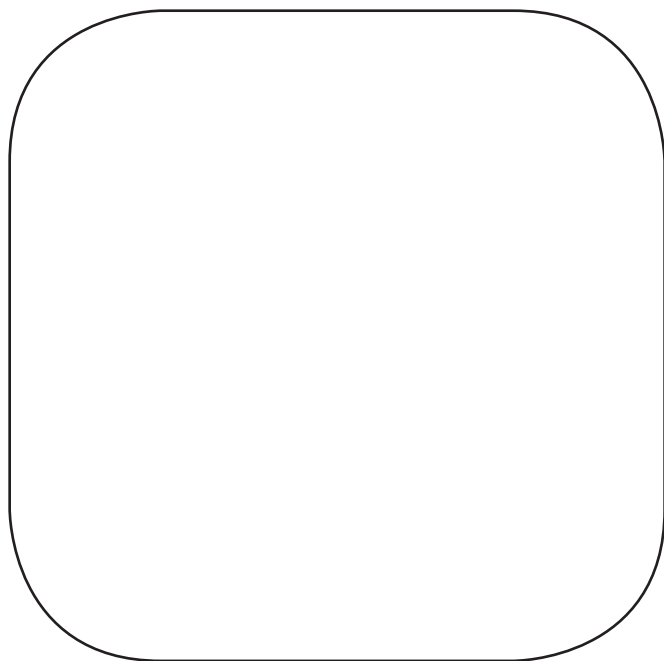
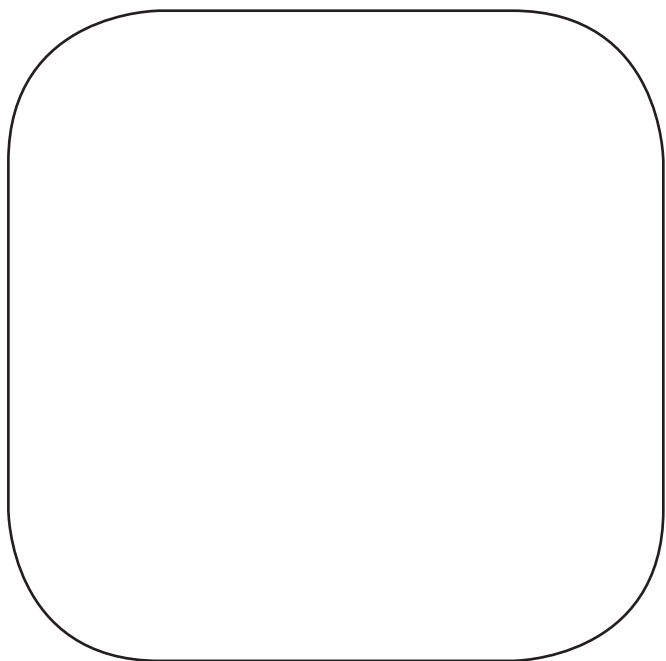
Bring in an element of surprise to the story by making your characters play tricks on each other. Consider keeping a key piece of information right to the very end.



The Script (part 2)

Draw your story scenes below:





Activities

Geography

- Colouring
- Word Search

Animation

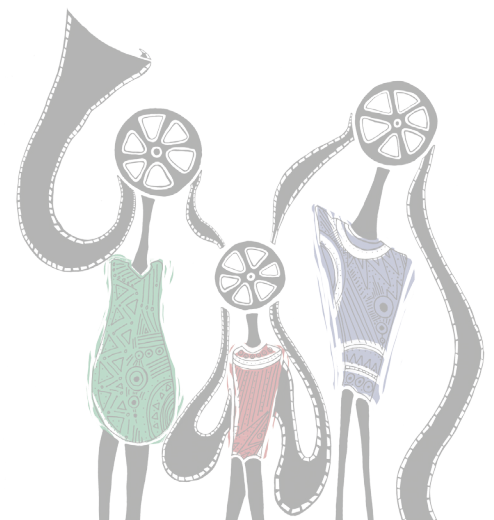
- Capture a story through image (40 min)
- Understanding Animation (5 mins)
- Design a personal 'Flip Book' (30 mins)
- Storyboarding (40 mins)

Storytelling

- Understanding the concept + recipe + definitions activity (30 mins)
- Story circle (30 mins)
- Storyboarding (40 mins)
- Oral storytelling (60 mins)

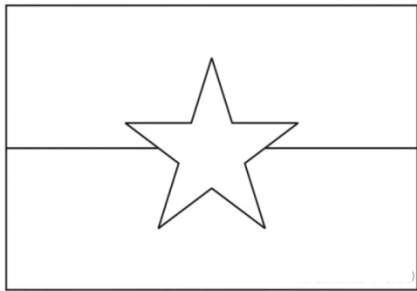
Themes/Skills

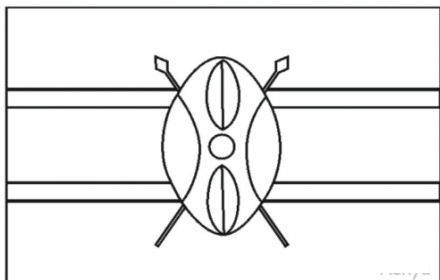
- Animation
- Storytelling
- Stories in different cultures
- Creating and building tension
- Structure
- Communication
- Listening

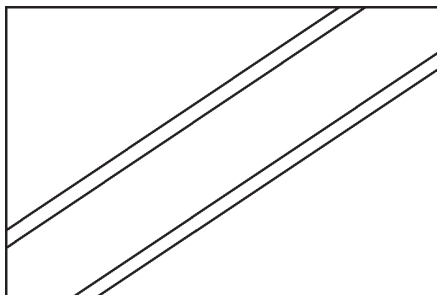


Flags

Now match the flag with the corresponding country and then colour them in:







Word Search

Complete this word search by answering the questions below

K	I	L	I	M	A	N	J	A	R	O
R	S	W	A	H	I	L	I	D	S	G
K	I	B	B	N	N	J	A	R	W	H
U	P	P	E	R	X	V	O	L	T	A
S	I	X	N	A	S	C	V	B	H	N
I	P	S	I	S	A	F	A	R	I	A
G	H	A	N	A	O	M	Y	K	L	P
V	I	C	T	O	R	I	A	Q	I	Q

1. Until 1984, the country of Burkina Faso was known as U_____ V_____.
2. Lake V_____, which borders Kenya, is the second largest lake in the world.
3. The official languages of Kenya are English and S_____, with many local languages also being spoken.
4. The highest point in Africa, Mount K_____ is located in the country of Tanzania. It is 19,240 feet (5,895 meters) high.
5. Burkina Faso is a landlocked country, surrounded by s___ countries. Two of those countries are G___ and B_____.
6. Kenya is famous for its wildlife parks and every year, a large number of tourists visit the country to embark in S_____ adventures.

(The words are: Kilimanjaro, Swahili, Ghana, Benin, Victoria, Upper Volta, Six, Safari)

Animation

The following pages give suggestions for activities that you could use with your classes when following up the screenings of the films. Please choose the ones that would fit the age range and abilities of your classes, and the ones that suit the areas of teaching that you are interested in.

Design a Poster (40 min)

You have been asked to design a poster to encourage other people to go and see this film. Which of the animated films that you saw was your favourite?

Think carefully about what was most important in the story of this film, and what part of it you would use in your poster. Maybe you have seen other posters for your favourite films and could use these to help you with your ideas.

When you are drawing your poster you should remember to include the following:

- An eye-catching picture using strong, bold colours
- The name of the film and other details; for example - *Tree of Spirits* - a Folk Tale from Burkina Faso
- Details of where and when the films can be seen



Animation

Understanding Animation (5 min)

With your class you have been watching some ANIMATION films from Africa. Do you know what this word means? Have you heard it before? Have you heard any similar words?

The word comes from the Latin 'animo' – to bring to life; and 'atio' – the act of. So altogether it means "THE ACT OF BRINGING TO LIFE". So you start with a still picture and you try to bring it to life by repeating it over and over, but with small changes, so gradually it turns into a moving picture. Hence the American word for films, MOVIES.

Here is a picture of one of the very first attempts to make a motion drawing. It was painted onto a vase in ancient Iran, thousands of years ago. Instead of a still picture of a goat standing still, the artist has tried to show a goat that is leaping into the bushes.



You can have several kinds of animated films:

- DRAWING ANIMATION is the most traditional and common.
- PUPPET ANIMATION is when puppets are made, and each movement is filmed, step by step. (eg *Thunderbirds* and *The Nightmare Before Christmas*)
- CLAY ANIMATION is when a clay or plasticine model of each character is made, and is then manipulated for each frame of the film (eg, *Wallace & Gromit*)
- MOTION CAPTURE is when live humans are used as models, and the image can be manipulated by computer technology. (eg, *Avatar* and *Beowolf*)

Now we have computer programmes that can make it much easier to make these films. However, the first animation films took a very long time to make and was very hard work because so many thousands of pictures had to be drawn. So why do you think people make animation films when it would be so much easier to use real live actors, and just film them?

Take a few moments with a partner to think of as many reasons as you can why the films you have seen use animation and not real actors. Share your ideas with the rest of the class. There might be different reasons for each film.

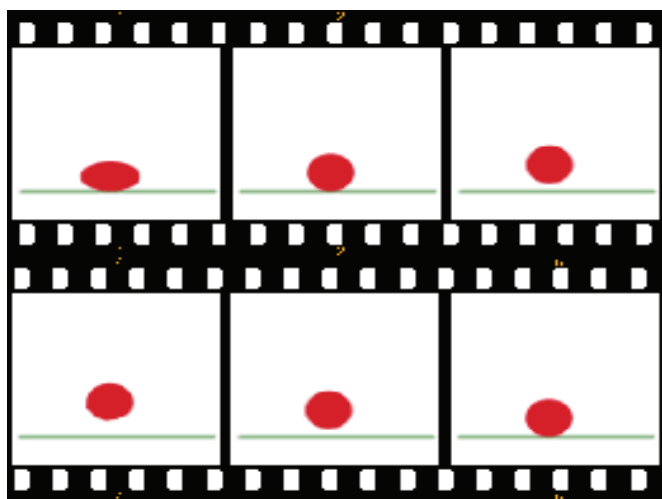
Animation

Design a FLIP BOOK (30 min)

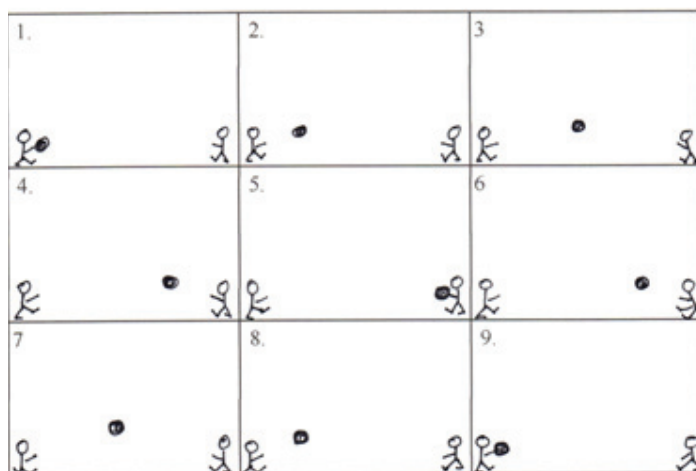
Have you ever seen a 'Flip Book'? It is a very good way to see how animation works. To be effective, a flip book should be very simple.

1. You will need a small Post-it pad, or any other small pad of paper.
2. You then decide on an action that you would like to "bring alive". The bouncing ball example is given below (Option 1) or the two people playing catch the ball (Option 2).
3. Starting from the back of the pad, and using only the bottom part of the page draw your pictures very carefully and repeat the action again, again and again. Until the pad is filled.
4. Once you have finished the drawing, hold the pad carefully with your thumb supporting the back of the pad. Starting at the back, let the pages flow past your thumb at a steady pace. Watch how your pictures move and start to come alive.

Option 1:



Option 2:



Animation

Storyboarding and Presentation: (40 min)

When directors are planning a film, they will have a creative team to help them make a storyboard. This will look a little like a comic strip and will show the KEY MOMENT (most important moment) for each scene or incident in the film.

You are now going to make a 'Storyboard' for EITHER one of the films that you have seen from Africa, OR for your favourite fairy tale. But this time, instead of drawing your storyboard, you are going to create it live, by using Tableaux (Frozen Images) with your group to show each of the scenes.

- 1) Get yourselves into groups of about 5 or 6 pupils.
- 2) Decide amongst yourselves what is the story you want to recreate.
- 3) Work out how many different scenes you will need to show the story. Keep it simple, no more than 6 scenes.
- 4) Plan how you are going to show each Tableau:
 - where everyone will stand
 - what the expressions will be on their faces
 - how their gestures will look
- 5) Once you have decided on each Tableau, start to practice moving from one picture into the next. Keep practicing until you are confident. Now you are ready to PRESENT.
- 6) Show your audience where you would like them to sit. Tell your teacher how many scenes you have made. Ask your teacher to give you a count-down from 5, and then shout FREEZE for each of your tableaux.
- 7) Ask your audience for some feedback. Did they enjoy your presentation? Did they understand the story?

Storytelling

What is a Story? (30 min)

1. This might seem like a ridiculous question! Everyone knows what a story is. But would you be able to explain what a story is in your own words? Write your own definition below.
2. Imagine this was a recipe book. You have been asked to make a list of all of the ingredients that you would need for a good and successful story. Add some of your own ideas to the list of **INGREDIENTS** and then complete the other steps in the **METHOD** section.

Ingredients: 1 Beginning
1 Middle
Some characters
A pinch of tension

Method:

Step 1 Start with the beginning and introduce the characters. Say **WHERE** the story is set, and **WHEN** it takes place.

Step 2

Step 3

3. The Definitions Quiz:

There are many different words for 'story'. And there are also many different kinds of stories. In the left hand column below are some of the different words that we use to describe a story. Try to match up these words with their correct definitions in the right hand column:

- | | |
|--------------|---|
| FOLKTALE ● | ● A story with a SAD ending |
| FAIRY TALE ● | ● A story originating among a people becoming part of their ORAL tradition |
| LEGEND ● | ● A short MORAL tale, usually based on animals |
| COMEDY ● | ● A story about superhuman beings of an earlier age, usually telling about how things came into being |
| MYTH ● | ● A story that makes us laugh |
| FABLE ● | ● A popular story, handed down from earlier times that may, or may not, be true |
| TRAGEDY ● | ● A story about fairies or other magical beings |

Storytelling

The Story Circle (30 min)

Is there a difference between hearing a story told out loud and reading it from a page? Do you prefer hearing a story or reading it yourself?

In Africa many cultures have a tradition of handing stories down from one generation to the next by telling the stories rather than writing them down. This is called an ORAL or spoken tradition.

Do you remember your parents or grandparents telling you stories?

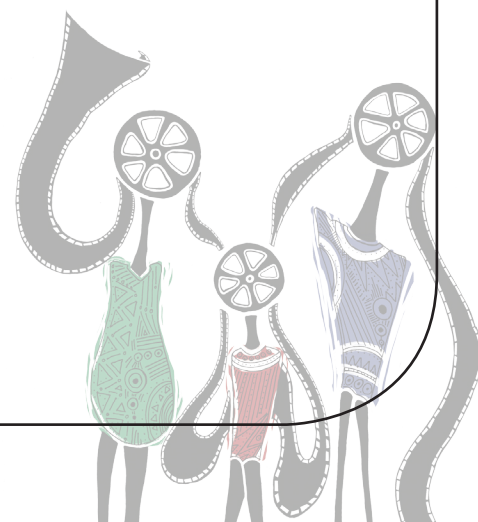
How do we usually pass on stories here in Scotland?

Let's Get Started!

Start by arranging everyone in a circle, so that each person can see everybody else.

As a warm up exercise, start by going round the circle with everyone saying one word, and see what kind of a sentence or story you will get.

Once you are used to the idea of passing words round the circle, start to give everyone a whole sentence each. Everyone should build up the story from where their neighbour finished. The teacher should warn everyone when the story will have to end and who will be responsible for finishing the story. It is important to try and make the ending satisfying. ie. not a 'cliffhanger'.



Storytelling

Making your own story (40 min)

Now it's time to practice making your own story. Remember that this is a story that you will tell to your group or to your class. You will therefore have to think very carefully about what makes a story interesting so that your friends will want to keep on listening to you. This is called **CREATING TENSION** and is what makes your audience keep on wanting to know what happens next.

1.) First you must decide on what story you want to tell. It could be your favourite fairy story, or the story of a film that you have enjoyed. It might even be a true story about someone in your family, or it might be a story that you have invented all by yourself.

2.) To make a successful story it is important to plan it very carefully. To do this it is helpful to create a 'STORYBOARD'. This is a series of pictures, like a comic strip, which shows the most important moment in each scene or event of your story. You should start by deciding how many sections or scenes that you need to have in your story. Then divide up your paper into that number of squares. You should then fill in each square with a picture of the most important moment in that scene. You may add speech bubbles to the picture to show what someone might be saying.

3.) You are now ready to start telling your story to an audience. You could start by practicing telling your story to a friend or neighbour. Use your storyboard to help you to remember what happens next. When you have finished practicing your story you can then tell the whole of your class or group

When telling a story it is helpful to stand up so everyone can see you properly. You can then use **GESTURES** and arm movements to make what you are saying more interesting. You should also use **FACIAL EXPRESSIONS** to help show what your characters are thinking and feeling.

But most of all, you should **ENJOY** telling your story!

