

Educational Pack Primary II

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

Mbambu and the Mountains of the Moon

Natasa Muntean & Lucian Muntean · Uganda 2011 · 50m · Mini DV · Lhukonzo with English subtitles · PG · Documentary

This is the story of Mbambu, a 16-year-old girl from the village of Kilembe, at the foot of the Rwenzori Mountains in Uganda, who wants to be the first in her family to complete secondary school. Mbambu is also a member of the local amateur drama group, which uses theatre performance and art to educate people in the region on current social and political issues. Mbambu comes from a poor farming family who cannot afford her school fees, so she decides to earn money for school by becoming a guide for tourist trekking in the Rwenzori Mountains, a profession generally reserved for men. Through following Mbambu's experiences, we see that her determination is paving the way for future girls in her community to aspire to new levels of education and new professions, without turning her back on traditional values.

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.

Lezare (For Today)

Zelalem Woldemariam · Ethiopia 2010 · 15m · Amharic with English subtitles

Based on an Ethiopian folktale, *Lezare* is a revealing and touching story about a homeless boy in a small village in southern Ethiopia. This beautifully shot film conveys a powerful message about global warming, environmental protection, poverty and hunger.

Hisab

Ezra Wube · Ethiopia/USA 2011 · 8m · Amharic with English Subtitles · Animation

Hisab is a beautifully animated film based on an Ethiopian urban folk story. The story follows three animals commonly seen in Ethiopian cities (a goat, a donkey and a dog) on a taxi ride. Through their interactions the story reveals each animal's nature. *Hisab* is a beautifully animated film based on an Ethiopian urban folk story. The story follows three animals commonly seen in Ethiopian cities (a goat, a donkey and a dog) on a taxi ride. Through their interactions the story reveals each animal's nature.

Edinburgh African Film Festival



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

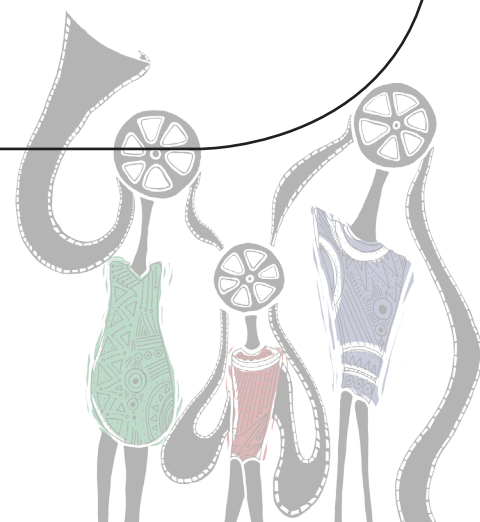
- Developing children and young people's sense of rights and responsibilities within communities at local, national and global levels
- Fostering informed decision making and the ability to take thoughtful and responsible action, locally and globally

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

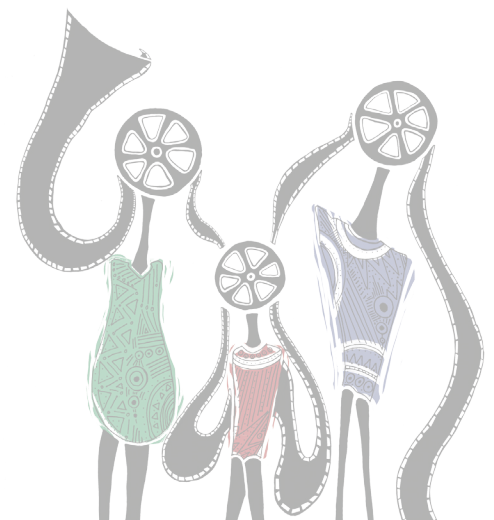


Activities

- Design a Poster (30 min)
- Write a Postcard (15 min)
- Identifying Characters (30 min)
- Simple Storyboarding (60 min)

Themes

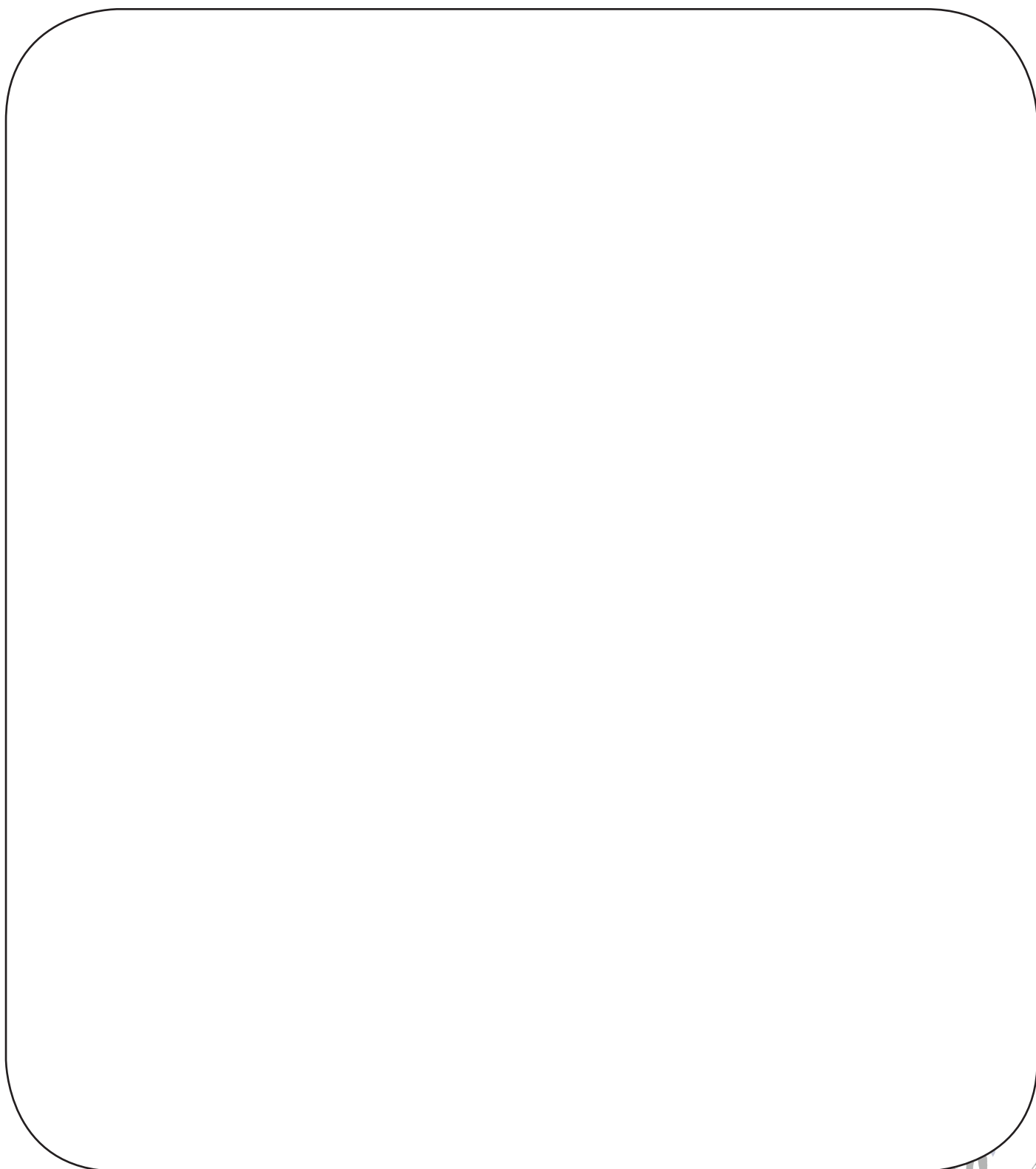
- Educational Theatre
- Gender-specific Jobs
- Tourist Trekking & Ecology
- Poaching
- Community Life
- Cultural Traditions
- The Role of Elders in the Community



Educational Pack Primary II

Design a Poster (30 min)

Despite many international efforts to stop it and national laws which illegalise it, poaching continues to be a problem in many countries. In Uganda the mountain gorilla has been a target for poachers for decades. Other targeted animals include elephants and rhinos. Design a poster for an animal welfare organisation or for a national parks & wildlife service which campaigns to stop poaching.




Educational Pack Primary II

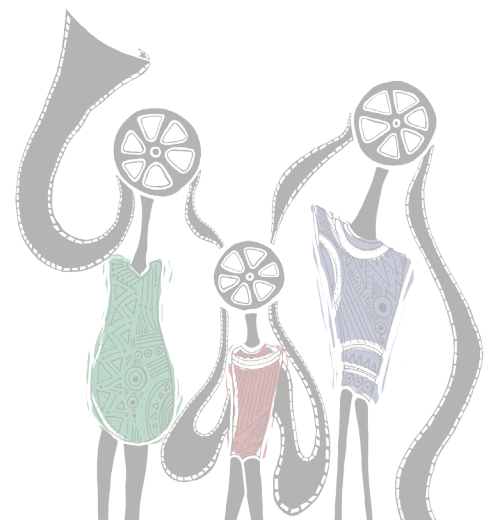
Write a Postcard (30 min)

Negative impacts from tourism can occur when the level of visitor use is greater than the environment's ability to cope with this use. Within natural areas the potential threats include increased pollution, discharges into the sea, natural habitat loss, increased pressure on endangered species and heightened vulnerability to forest fires.

Write a postcard to the Scottish Government. Tell them about the importance of protecting our environment and the best ways of reducing carbon footprint caused through tourism.

POST CARD





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

1. MAKE AND COMPLETE CARDS (see template)

Make a Character Card for each character.

Form groups with your classmates with each group working on one character.

- Mbambu
- Mbambu's grandmother
- Wilson (trek guide)
- Simon (school boy)
- Old man (basket maker)
- Poachers
- Theatrical group

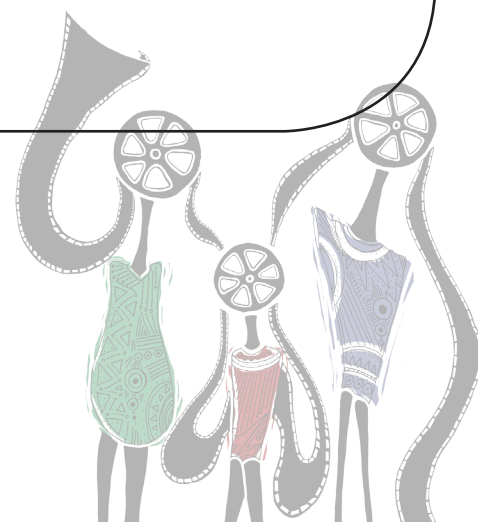
2. TALK ABOUT TEAMWORK

When all character cards have been completed:

- Every group should discuss and list what each character did and what concerns they had about their community.

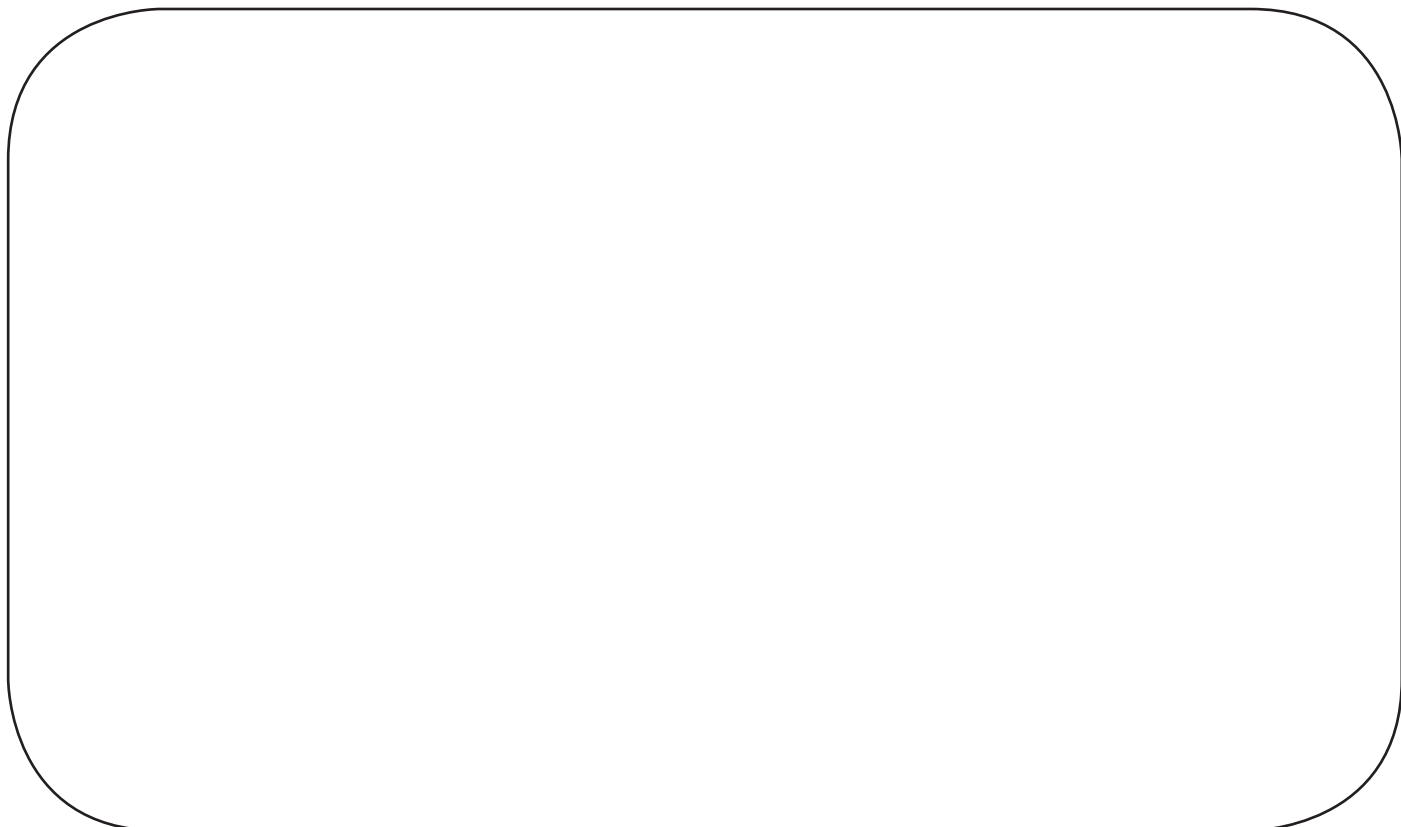
3. PRESENT YOUR FINDINGS: HOLD AN ASSEMBLY ON TEAMWORK

- For a class presentation or school assembly.
- Depending on time and resources, enhance the performance with costumes and props.
- Children representing the characters in *Mbambu and the Mountains of the Moon* introduce themselves explaining why their character is special and/or describe the contribution to the community that their character has made.
- Discuss how working together could enhance the activities of your class/school.

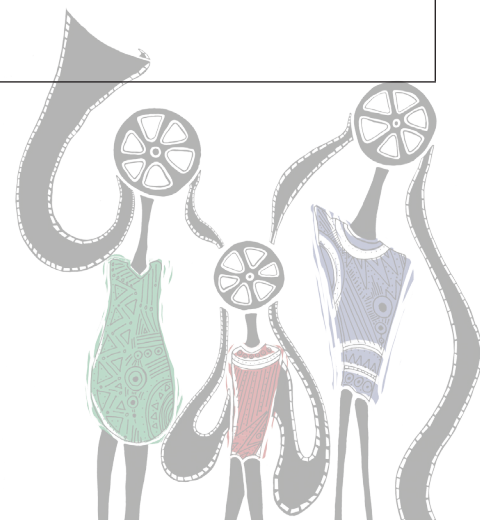


Identifying Characters/Cards (part 2)

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?	



Educational Pack Primary II

Simple Storyboarding (60 min) (part 1)

Use information from *Mbambu and the Mountains of the Moon* 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 Mbambu leave home? What does she want to achieve? In what ways does she accomplish her goals? What does she learn from her experiences?

Think about the setting:

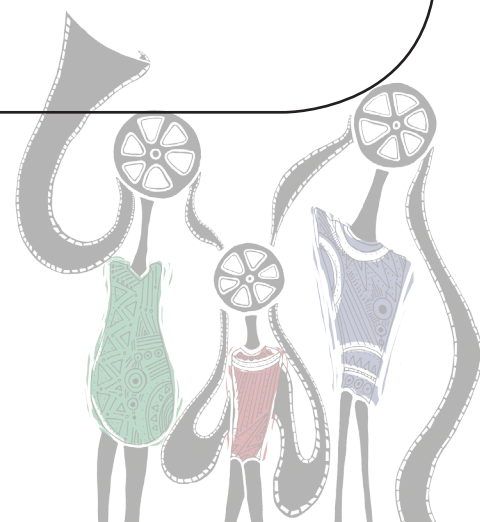
How would Mbambu's story change if the setting were different; for example in the desert, near the sea or in the Scottish highlands? What would she have to eat? What animals would she encounter? Do you think it would be easier or harder for Mbambu to survive in a different location?

Think about the themes:

What are the expectations for your own education versus those for Mbambu and the other children in her community? Have you ever considered theatre as an educational tool? Do you believe that certain jobs are specific to a person's gender? Have you ever been a tourist somewhere remote, and did you consider your impact on the environment? What value is placed on the sense of community where you live versus where Mbambu lives? What role do the elders have in your life/community versus in Mbambu's life/community?

Think about the characters:

How do the adult characters show their concern for Mbambu's safety and welfare on the Mountain? What role does each character play within the community?

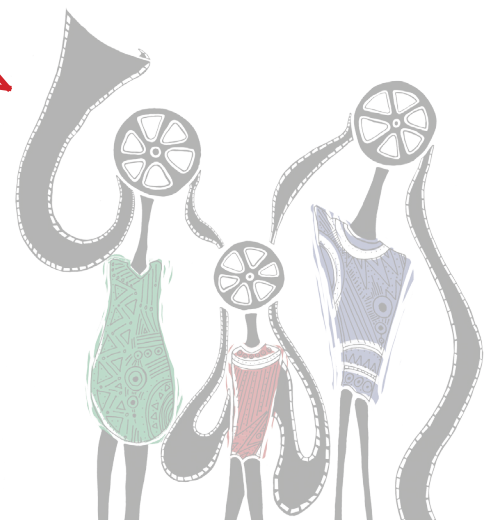


Below is some guidance to help you plan your story:

- **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?

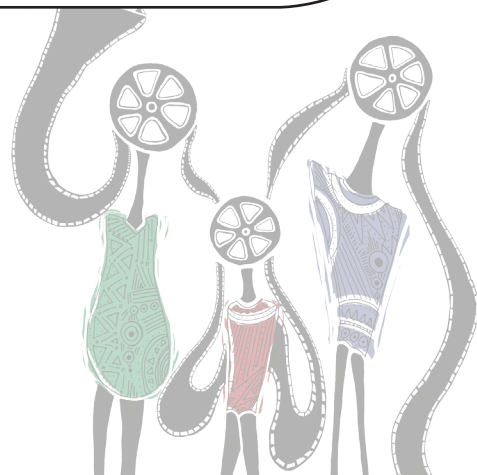
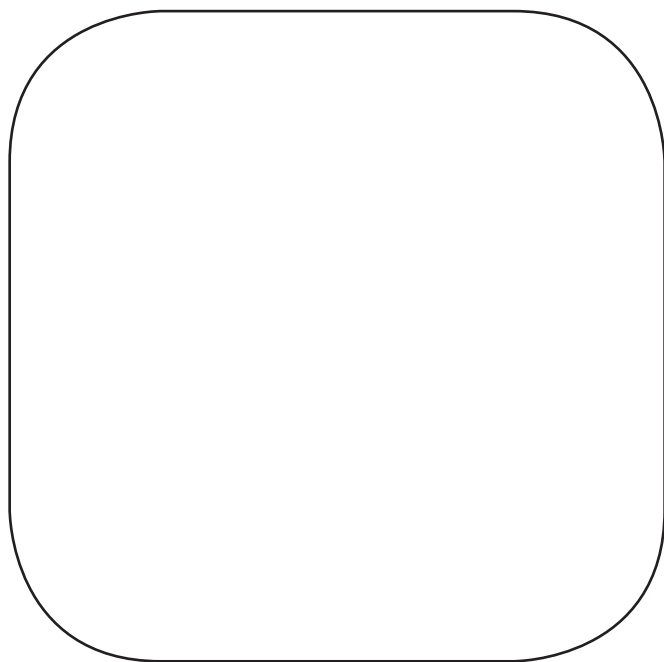
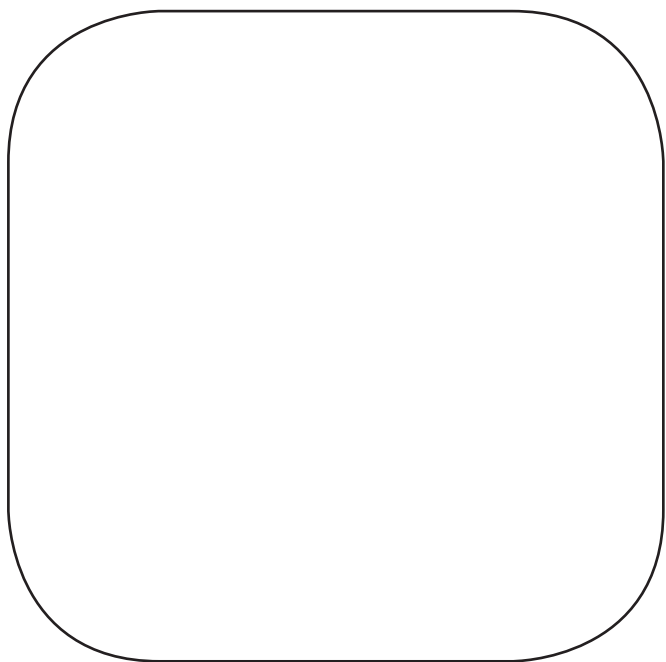
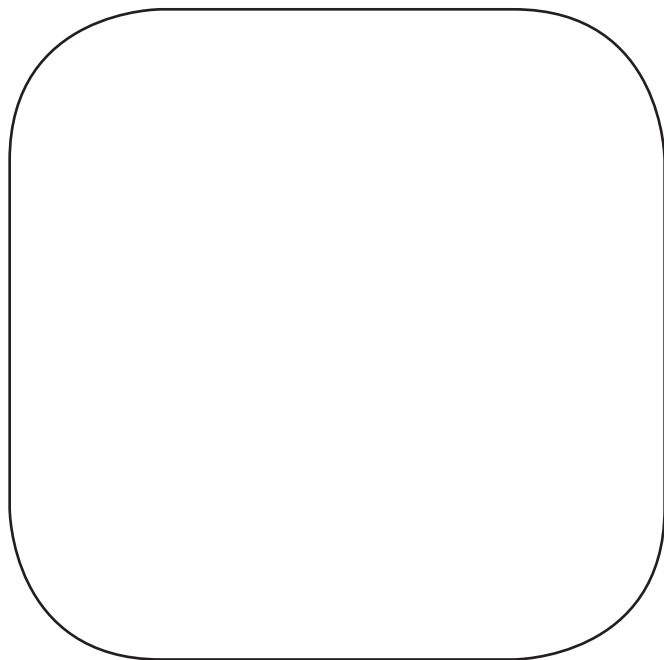
Surprise

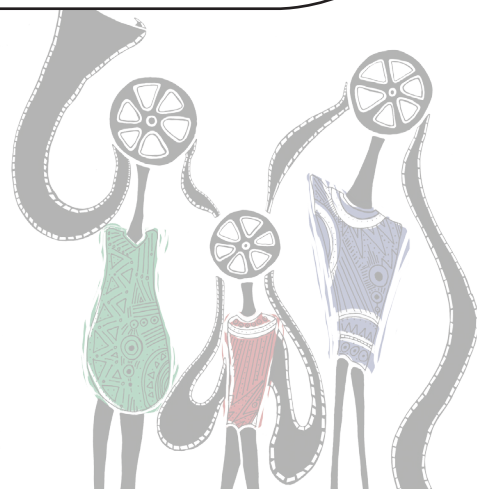
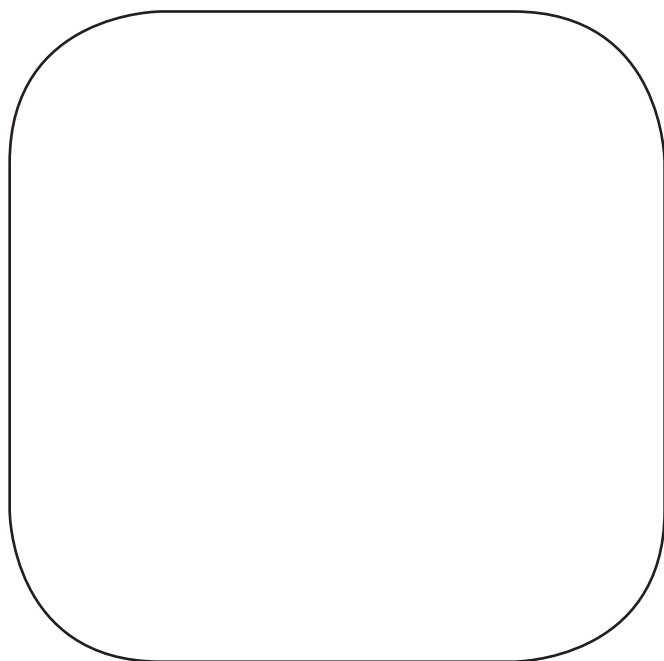
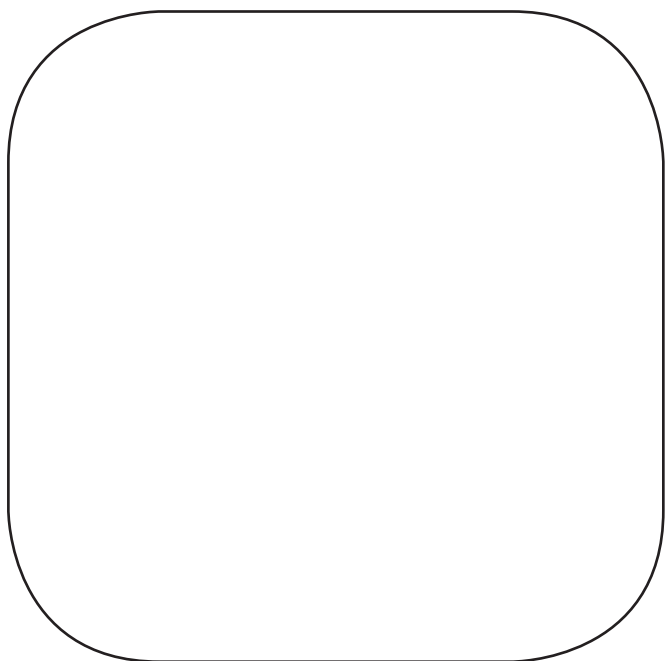
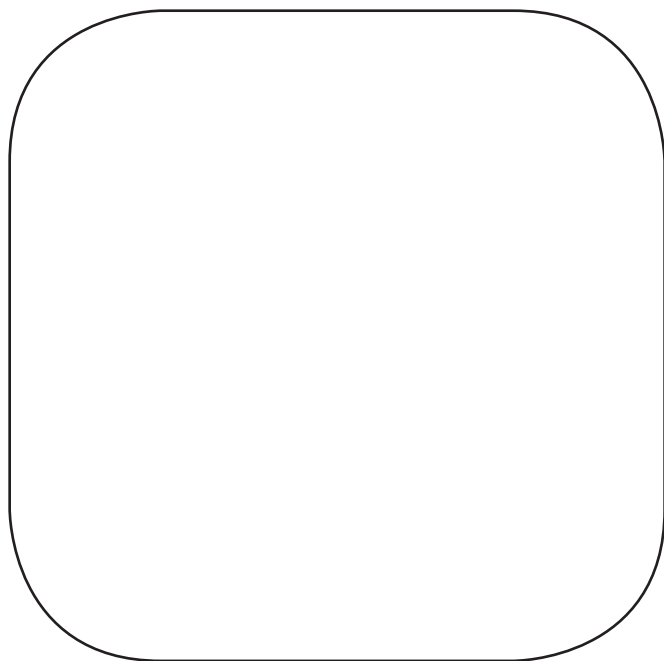
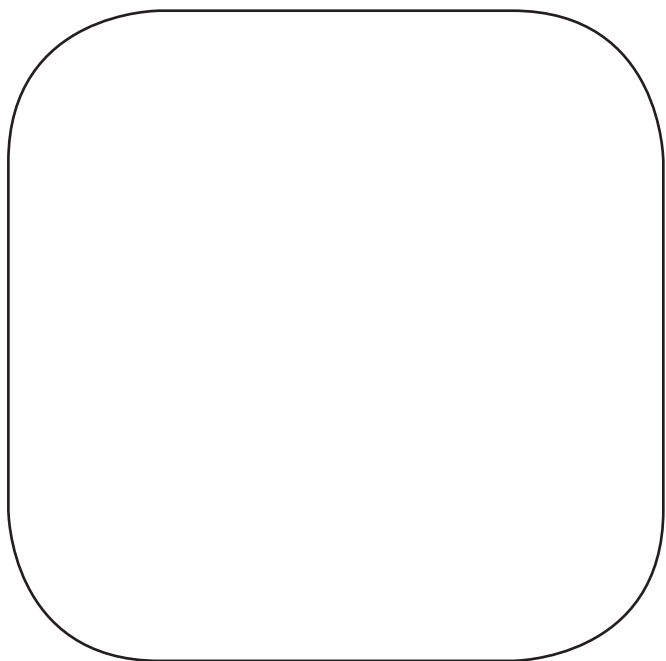
Bring in an element of surprise to the story by making your characters play tricks on each other. Consider keeping a key piece of information right to the very end.



The Script (part 2)

Draw your story scenes below:





Activities

Geography

- Colouring
- Word Search

Animation

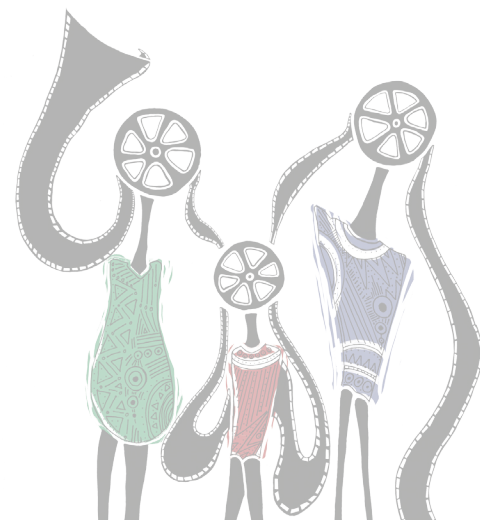
- Capture a story through image (40 min)
- Understanding animation (5 mins)
- Design a personal 'Flip Book' (30 mins)
- Storyboarding (40 mins)

Storytelling

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

Themes/Skills

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

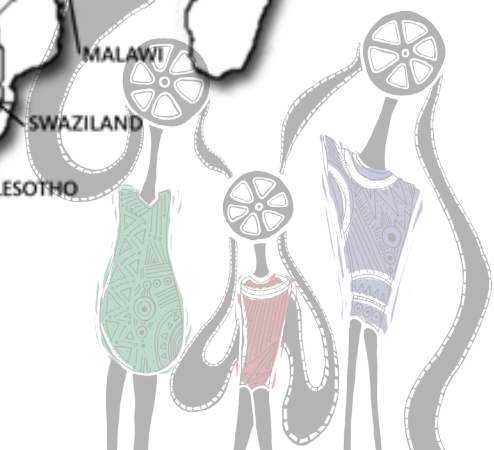


Where does the story take place?

Get to know more about the countries where the films take place, by completing the two following activities.

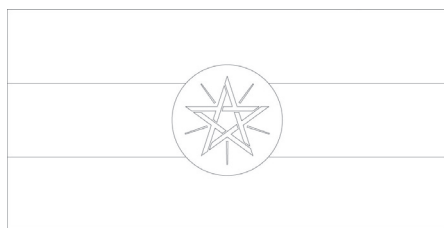
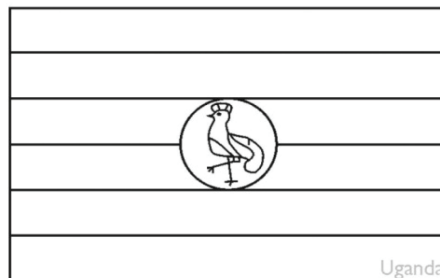
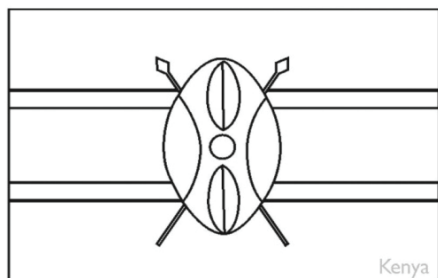
1. A COLOURFUL CONTINENT

Look at the map of the African continent below and colour where these three countries are geographically located: Uganda (Mbambu and the Mountains of the Moon), Kenya (The Legend of Ngong Hills) and Ethiopia (Lezare).



Flags

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



COUNTRY POSTER

Using information available to you from your school library and online sources, create a Poster for one of the three African countries depicted in the films you watched.

Make sure to include information on:

- Is it a coastal or landlocked country?
- What other African countries neighbour it?
- How many people live in this country?
- How many languages/dialects are spoken? What is the official language?
- What is the name of the capital?
- Is it a flat or a mountainous country?
- How many seasons does it have? What are they called?
- What types of music do young people listen to?
- What spiritual practices do they follow?
-

Present your Poster to your class so they all get a chance to learn more about the country you researched about.

Word Search

Complete this word search by answering the questions below

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

1. Lake V _____, which borders Kenya, is the second largest lake in the world.
2. The official languages of Kenya and Uganda are English and S _____, with many local languages also being spoken.
3. The capital city of Ethiopia, which in English means 'New Flower', is called A _____ A _____.
4. Kenya is famous for its wildlife parks and every year, a large number of tourists visit the country to embark in S _____ adventures.
5. The two main religions in Ethiopia are Christianity and I _____.
6. Uganda's e _____ is based on industries that produce sugar, brewing, tobacco, cotton textiles and cement. They also export coffee, fish, tea, g _____ and cotton.

(The words are: VICTORIA, SWAHILI, SAFARI, ECONOMY, GOLD, ADDIS ABABA, ISLAM)

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 (40min)

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.

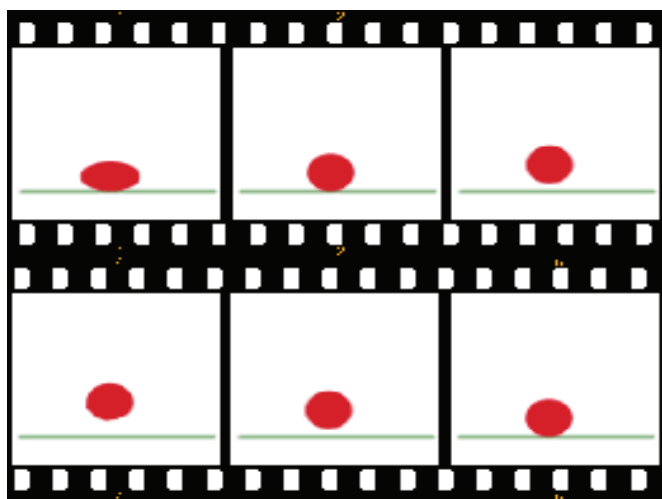
Animation

Design a FLIP BOOK (30 min)

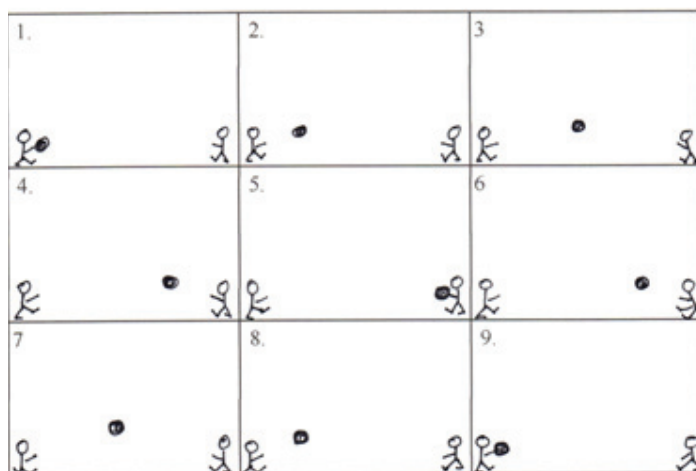
Have you ever seen a 'Flip Book'? It is a very good way to see how animation works. To be effective, a flip book should be very simple.

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?

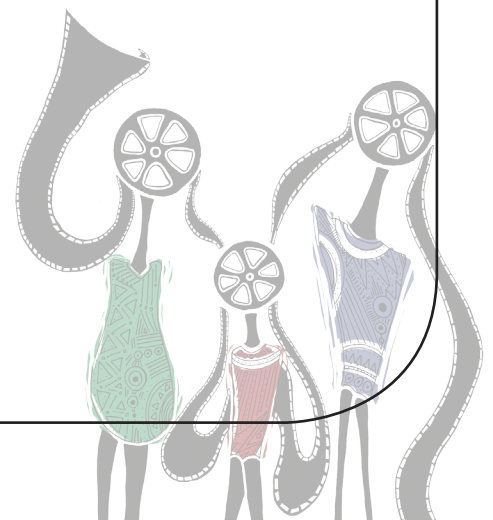
How do we usually pass on stories here in Scotland?

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!

