Girl and the Fox Into Film Teaching Sequence

Activity One

Sound on Vision Off

Girl and the Fox can be accessed [through this link.](#)

Make sure that the board is turned off or frozen and children cannot see your laptop screen.

Play the first one minute and twenty eight seconds of sound from the film.

Children need to be organised into groups. Each person in each group will be an expert on either Characters, Settings, Actions or Story.

Explain you are going to play the soundtrack again. Children should concentrate on the expert area they have been given.
The children now need to move to their four expert groups. Let the children discuss what they heard in the film together.
Play the soundtrack again.

Now the groups will each focus on their area of expertise. Below is a selection of prompts they may consider. Children can take notes in their groups. You may want to play the sound again during the discussion.

Characters
How many characters can you hear?
Are there main characters and extra characters?
How many main characters are there?
Are there good and bad characters in the story?
What do you think the main characters look like? Is this linked to any sounds you heard?
How do you think the main characters behave? Is this linked to any sounds you heard?

Are all the characters human?
Do any sounds tell you about the behaviour of any characters?

Setting
Where do you think the story takes place? Which sounds make you think this?
Is this an indoor or outdoor setting?
Could this setting be in our country?
Do any sounds tell you what the weather is like?
Can you hear any natural sounds such as animals, weather or water?
Do you think there was more than one place in the story?
Are there any clues that tell us at what time of day the story is happening?

Actions

Can you think of verbs for the main character's actions?
Which adverbs would you use to describe the verbs?
Can you explain why you chose each adverb?
What do you think the main character is doing?
Can you think of verbs for other characters such as animals?
Can you think of verbs for objects?

Story
What do you think the main problem is that the main character got to deal with?
What objects or characters are causing the problem?
Which genre do you think this story could be?
Can you see any links with any other films you've read or stories you have seen?
What themes do you think will be covered in the story?
What do you think will happen next?
How do you think the story will end?

After this discussion children come back to their original groups. They have to feed back as much information from their group as possible. This can be discussed by each group.

Teachers may want to use the prompts below to help children structure some of their feedback.

Prompts.

I think_____
Because _____ happened_____ we think_____
As _____ we think _____
_____ did this due to the fact that_____

You can tell that_____
We decided _____

Children can now write sentences to share with the class to share what they imagined. You can add a specific language focus for this activity. In this example we ask children to write sentences using an adverbial opener such as
Speedily the hero ran down beach towards the child struggling in the stormy ocean.
Ask children why they think this example cannot be from the film. There are no sounds of the sea, or someone drowning. They could start their sentences with one of the following adverbial openers or think of their own:

Cautiously, speedily, silently, tearfully, eerily, excitedly, suddenly, amazingly, strangely, loudly, gently.

Technology use

Instead of writing their sentences on paper the teacher may use Padlet to collect their answers. Padlet.com allow children to post sticky notes onto a collaborative space. It's free and works on all device with an internet connection. Today's Meet could also be used.

Activity Two - an alternative prediction activity - Tell Me Grid Exercise
Play the trailer for The Girl and The Fox.

'Anagram' activity - show children the 'hangman' grid and ask them to write down the following:
1 x a   1 x d   2 x e   1 x f   1 x g   2 x h 1 x i   1 x L   1   x g   1   x o   1 x r
2 x t   1 x X

Using the evidence from what they have seen, can they predict the title?

Use Tell Me grid with diagonals to write the predictions above the diagonal lines.
Use this half completed grid to write a prediction as to what the film may be about.
Model and encourage the use of conjunctions eg - and/but/or/so/when/if/because
Write the prediction paragraphs.

Activity three

- In groups pupils examine [these screenshots](#) from the film. They place them in correct order in groups.This is an opportunity to predict what happens in the film by outlining the main events of the story to justify their selection.
- Write a sentence for each shot sequencing them- use time related connectives.

Technology Use- Children can use apps such as iMovie, Shadow Puppet Edu or Explain Everything to record their sentences over the images as a slideshow. This could also be done using Windows Movie Maker or Powerpoint.

Activity Four

Play up to the point where the girl has the knife to the fox's throat. Children will now use a decision wheel as a way of discussing all the options for the girl and the positive and negative consequences of each action. The example below is taken from the film How to Train Your Dragon.
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At the centre is the dilemma. Outside there is a circle that has been divided into four sections. These are four possible actions that the character may take. This number could be reduced to two for less able children. Each decision has an area of the page that is then divided into two sections. One is for all the positive outcomes of the decision and on is for all the negative.
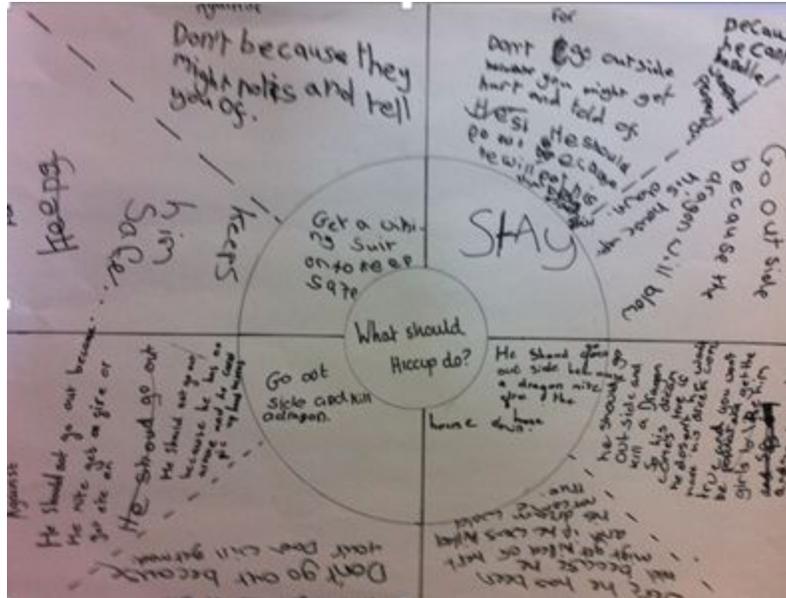
At the centre of our decision wheel it should say "What should the girl do?" All children should have the chance to fill in the areas of the decision wheel at the same time. This is best done on a larger size of paper, A3 at least. The decision wheel helps to structure thoughts about the different outcomes of each action. They can be displayed so children can remember their conversations at a later point

Activity Five

The decision wheel can now be followed up with activities that will benefit from this discussion. One of these is conscience alley. Someone takes on the role of the girl, this could be the teacher or a pupil. Children form two lines (the alley) that the girl must walk down. On one side are people with opinions relating to letting the fox go. On the other are people who think the fox should be punished in some way. As they pass each person they offer their opinion to the girl. The person playing the girl can respond to these comments.

You may want to precede conscience alley by pairing children up. One will speak for letting the fox go, the other for punishing the creature. Each child has ten seconds to speak without stopping outlining their case. It is then the turn of the other person. This activity allows the children to practise delivering points of view to an audience (of one). Variations on this activity - start children with twenty seconds each, then ten, then five.

Technology Use

Children use tablets or cameras. They record a close up of the face of their partner as they deliver their argument for punishing or releasing the fox. They then swap over and record the opposite point of view. If this is done in video editing software such as iMovie, Shadow Puppet Edu or Windows Movie Maker each shot can be added together in one video. For less confident pupils Puppet Pals or Tellagami could be used. These apps will allow the children to record their voices but not have be filmed at the same time.

This can also be done in the conscience alley activity taking close ups of everyone speaking and of the responses by the girl.

Activity Six

Children will now write a conversation outlining the viewpoints of each side. This is between the two sides of her conscience or a conversation with an imaginary character. Children could write this on paper as an exercise is direct or reported speech. We would encourage using the method below.

Digital Competency

Use the SMS generator on the Classtools.net web site to write a text message version of the activity. This can be found at http://www.classtools.net/SMS/

An app such as Puppet Pals could also be used to record the conversation. You may decide that you want pupils to incorporate features in their writing you are working on. An example of this may be using connectives in your sentences

This activity works best on laptops and Chromebooks but is possible to use on iPads too. You can save your work and it is stored as a unique web page. This can be embedded on blogs or other web sites. You can also use the snipping tool in any version of Windows to copy a screen selection. On a Mac press Command (⌘)-Shift-3,

on a Chromebook press [Ctrl] + [Shift] + [⬓] .
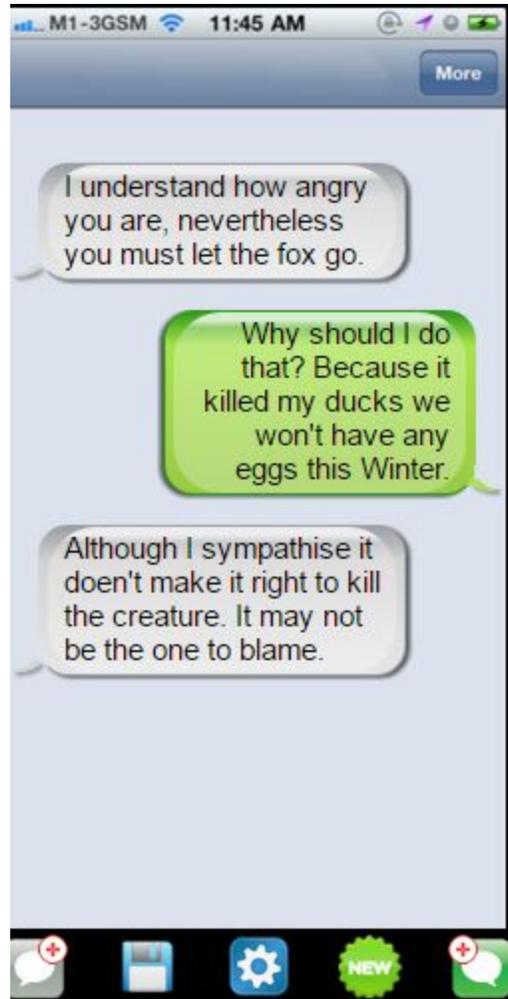
Activity seven

Watch the film to the point where the snow is falling. In groups children come up with four different scenarios as to what may happen in the end. Explore newspaper headlines as a method of summing up what may happen. The following tips will help writers

- The headline should be less than ten words
- It should be related to the main point of the story. It does not have to spell out exactly what happened though.

- Alliteration may add drama to the title.
- Words such as is, that, a may be omitted for the sake of brevity.

Technology Use

Use a newspaper generator web site to create your headline. Children can also add paragraphs to summarise the story in the text section. There are a few sites that do this. The site https://www.fodey.com/generators/newspaper/snippet.asp allows you to create a short snippet like the one below.

This one http://newspaper.jaguarpaw.co.uk/ can also be used and creates a much longer headline.
You can also use to TV breaking news headline generator from Classtools.net here http://www.classtools.net/breakingnews/
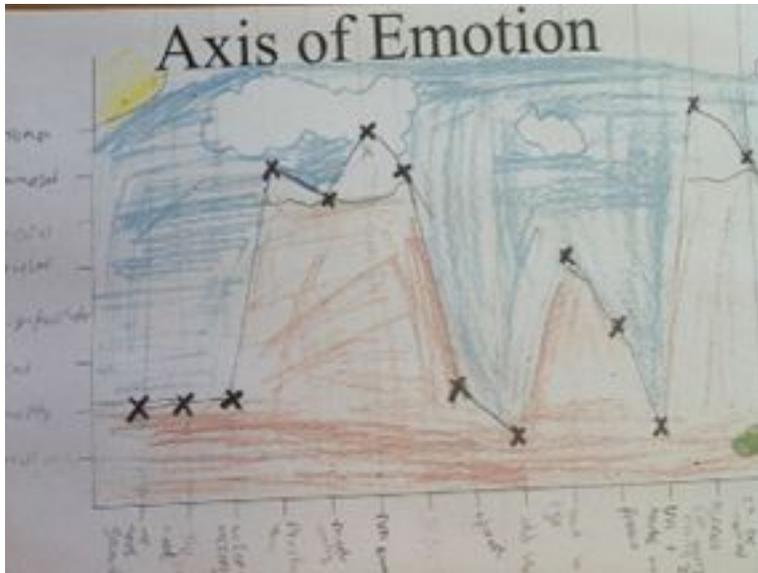
All the newspaper headline generators work on iPads, tablets, laptops and Chromebooks.

Activity Eight

We now watch the rest of the film.
We now use the axis of emotion to plan the girl's emotions and the most important points in the film. An example can be seen here:

Along the Y axis pupils plot a range of emotions. These may be go feeling secure to terrified. You may decide that some children can create their own spectrum of emotions whereas other have this plotted for them. Along the X axis they add the significant events in the film. Again, some children may have some events already added. The events and emotions are then plotted on the graph.

An extension could be creating an axis of emotion for the fox.

Technology Use

Using the app Explain Everything children take a photo of their finished axis of emotion. They can then highlight different parts of the graph using the laser pointer and record themselves justifying why they have plotted each point in the place they have. Explain Everything is available for iPads, Android tablets, Windows, Mac and Chromebooks. Shadow Puppet EDU could be useful here for lower KS2

Activity Nine

We will use thought tracking to follow on from the axis of emotion activity. Children take the main events they identified in the axis of emotion activity and recreate them in freeze frames in drama. Each freeze frame is accompanied by the girl speaking her thoughts at that time. The children can come up with a sequence whereby they move slowly from one freeze frame to the next and speak the girl's thought for each one. The whole class can try this at once and they can also perform a group at a time to the rest of the class.

Technology Use

During the drama children should take photographs of each freeze frame. They should make decisions about which camera shots they are going to use. They should try to film with a wall behind their scene. This will make sure that no one else is in the background.

Children write down the thoughts of the character for each frame. There are opportunities to extend the writing beyond the speech used in the drama. You could also include a feature of grammar or sentence structure you have been working on. Examples could be making every sentence a statement, command or question. It may be writing a paragraph with a short impact sentence, or a sentence with a noun phrase. Children use iMovie, Shadow Puppet Edu or Windows Movie Maker to sequence the images, they then use record their sentences over each picture.
Use role on the wall the explore the girl's character.

Activity

Follow up role on the wall by taking stills from the film. Use these stills to green screen children into the shot so they look as if they are talking to the girl. Put these into a comic app so that the children are speaking to the girl and she is responding. You can also add
Hot seat the girl to explore character in more depth
This could lead into a written outcome using top trumps cards.
Reading fan questions

Activity ten
This continues from earlier predictive sequencing of still (Activity 3)
This activity helps children to understand why directors use different camera shots and enables children to turn each shot into a sentence. . This one minute film (the first one on the page) is ideal to explain why different shots are used.
This simple presentation contains the screenshots which can be used for the discussion in class.
Children can now choose up to five shots from this selection of screenshots. In groups they discuss what kind of shot and why each one was used before feeding back to the class. An activity such as Think, Pair Share is ideal for this. In this activity they can think about the shots and why it was used, discuss it with a partner and then the pair share their views with another pair.
Explain to pupils that some sentences link particularly well with different camera shots. A sheet giving a series of examples of sentence starters can be downloaded here and can be seen below. Children now have to create their own sentences for each shot. As with other activities these can be written in books but they can also be turned into slideshows using Windows Movie Maker / Powerpoint / Google Slides or using apps such as iMovie, Shadow Puppet Edu or Explain Everything.

Useful Words and Phrases to Reflect Camera Shots
Developed by Chris Whitney

High angle	Medium	Long
Looking down... Far below... In the depths... Beneath us...	The boy walked over to the door... Climbing up the cliff, the boy... The two girls stared at each other... Next to the gate, the dog...	In the distance... Surrounded by trees, the house nesteled on the hill... Far away... The sunlight shone down on the streets below...
Low angle	**Aerial**	**Close up**
Looking up at... Like a giant, she hovered over me. Staring up at.... Up above...	Like ants, the people scurried around The streets raced towards him as he fell. The roads looked like a grid as I wondered where to land...	Scrutinising the ground, she... Like blades of grass in the breeze, her hair swayed... Up close... He smiled... Their hands clasped together... The door handle turned...
Extreme Close up	**Approaching**	**Retreating**
The whites of his eyes.... The hair on his neck stood on end... The grain in the wood... Scratches on the surface of the table...	As the figure came into view.... When we were closer, we noticed... Moving towards...	Moving away from... Leaving behind... As the landscape melted away...

Activity eleven

Ask the children to discuss in groups what they think the main themes of the film are. This could centre on morals and messages that are conveyed in the story. The children may write sentences summing up the main themes in the film. Follow this by getting them to write a list of nouns that are connected to the themes of the story. They could be anger, forgiveness, loss, safety, reputation, stereotype, judgement.

Technology Use

This section can be done by the teacher collecting the words from each group. This would mean that the activity would only take up part of the lesson.

Children can use a word cloud creation tool such as http://www.wordclouds.com/ or http://www.tagxedo.com/ on a laptop or http://wordsaladapp.com/ on iPads or Android tablets or the WordFoto app. They create a word cloud by combining their words with those of other groups. If a word is repeated it is important to add it to the lists again. The more a word is used the larger it will be in the word cloud.

On tablets you can save the word cloud as an image. This can then be imported into an app such as Explain Everything, Screenchomp or Show Me. Children can then record their reasons for the inclusion of each of the theme nouns while they annotate each word with markings or in the case of Explain Everything by using a laser pointer..

Activity Twelve

Children look at the word cloud created in the last activity. One of the words is to be used as a central theme of a short film that they will make. This film will only be a few minutes long. Children should be able to describe their film in a sequence of four or six events. They can use a storyboard template (such as this one) to plan each shot of their film. If you have to film in noisy locations you may decide to create a film without sound. In both iMovie and Windows Movie Maker you can remove the sound in the editing stage. You may want to send each filming group out to look for locations for each shot. Into Film have created this guide to editing film with iMovie.

You may want to repeat the writing activity from lesson ten where children write a sentence for each film shot using the sentence starters.

Activity thirteen

Children will now create their films. It's important that they regularly refer back to their storyboards while filming and make sure their shots match the ones in the storyboard. They should look at the storyboard, practice each shot without filming, film the shot then review it before deciding if they want to use it. It's a good idea to model this sequence with the class first.

After filming children will need to upload their films to a shared location so they are no longer one just one device. For children using cameras and Movie Maker this will probably be a shared location on the school network. For those schools with iPads this may also be the school network but might also be Google Drive or Onedrive.

Extension

Children could extend this by creating their own trailer of the film as was done with the Girl and the fox. This could be storyboarded and the created by duplicating their movie project and shortening clips, removing audio and possibly adding music. Key phrases and questions could be added as titles or voice overs.

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