

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource: Fiddlesticks (Quatsch)

Levels 1 & 2

Created by Shona Brownlee

Discovery Film Festival: Sat 25 October – Sun 9 November 2014

[discoveryfilmfestival.org.uk](http://discoveryfilmfestival.org.uk)

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**EUROPA CINEMAS**  
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ONE CITY, MANY DISCOVERIES

   
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## 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 [www.discoveryfilmfestival.org.uk/resources](http://www.discoveryfilmfestival.org.uk/resources) or via the Discovery Film Festival area on GLOW, which can be found within the Dundee 21st Century Literacy Group.

We do hope that you find this useful and enjoy your cinema experience with us,

**- Discovery Film Festival team**





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## Fiddlesticks (Quatsch)

Dir. Veit Helmer

Germany 2014 / Digital / 1h22m

### Synopsis

Bollersdorf is average. Its citizens take great pride in being average and go to great lengths to remain average. The children of Bollersdorf have had a bellyful of average and with the help of their pet coati they set about freeing their grandparents from the local old folks' home. A hilarious caper ensues to create a new world record to put Bollersdorf on the map and make it a centre of technology.









## Before the film

Watch the trailer for the film at: <http://www.youtube.com/watch?v=o756SylEwOk>

The trailer is in English but the full film is German language with English subtitles and it might be an idea to discuss this prior to your trip as some children may not have seen a subtitled film before.

Encourage the children to make predictions about what they have watched

- What kind of film do we think this is? Funny / sad / action / scary / romance?
- What do we think about the characters we have seen?
- Where do you think the film is set?
- Does this remind you of anything else you have watched / read?
- Will the children succeed in getting their grandparents out of the old folks' home?
- What do you think will happen at the end of the film?

*I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. **LIT 1-07a***

*As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. **LIT 2-04a***

*I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. **LIT 2-07a***



## Activity 1

The children in the trailer introduce Fiddlesticks, their coati and describe themselves as the 'Coati Gang'. Investigate what kind of animal a coati is, its natural habitat, diet etc.

Children could use the information to make their own notes and create coati fact files.

*I can access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts. **TCH 1-03b***

*Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. **TCH 2-03b***

*Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. **LIT 1-14a***

*I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts. **LIT 1-15a***

*Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. **LIT 2-14a***

*I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. **LIT 2-15a***





## After the film

Discuss the predictions made before watching the film and compare to their opinions having seen the whole film.

Points for discussion:

- What were the differences between the relationships the children had with their parents and grandparents?
- Who seemed more sensible, the children or the adults?
- The parents were keen to be 'average'. Should we be content to be average or should we aim higher?
- What did you think of the 'silver suit men' from the GKF? Why do you think they were dressed that way?
- The children dream of being able to send their parents to bed early so they can drink coke, play loud music and eat peanuts. What rules would you like to impose on your parents?
- Find out about some interesting world records. What records would we be capable of making/breaking?
- How did Fiddlesticks compare to our investigation of coatists?



## Follow up activities

### Family Relationships

Throughout the film, the children have close relationships with their grandparents who listen to them, do fun activities with them and teach them interesting things. The grandparents are portrayed as being more 'fun' than their parents.

### Discussion Activity

Discuss who spends time with grandparents (or other family members) and what kinds of things they enjoy doing with them. Children should understand that there are many different types of family group and everyone's families and circumstances will be different. Some children may not see grandparents due to a variety of factors but have contact with other family members.





## Drawing / Writing Activity

Children could create a simple family tree style diagram where adults who provide different levels of care are on different branches of the tree. Use this as a prop for discussion - sharing experiences. List the jobs family members do to care for us. Discuss how different people may have the same roles in different families.

Each child can choose one person from their diagram and write about that person. Who they are, why they are special to them, what they enjoy doing with that person.

*I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a***

*I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. **HWB 0-44b / HWB 1-44b***

*I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. **HWB 0-45a / HWB 1-45a***

*I understand that a wide range of different kinds of friendships and relationships exist. **HWB 2-44a***

*I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. **HWB 2-44b***

## Advertising

The adults in the film are shown to be easily influenced by television advertising, choosing products believed to be popular even though they may look a little suspect – e.g. green cornflakes, blue ketchup and chilli coffee!

## Discussion Activity

Discuss different methods of advertising – billboards, magazines, TV etc. Brainstorm current adverts they have seen recently. What makes a good / bad / memorable advert?

Read out a list of well-known straplines e.g. “I’m Loving It”, “Just Do It”, “Simples”. Can the children identify the brand / product?

Prepare a selection of adverts for children to look at – magazine cuttings, You Tube clips etc. What do they have in common? Can we identify the target audience for the product? Discuss tactics advertisers use to persuade consumers that they want / need their products. Identify persuasive language used. Can we believe everything advertisers tell us?







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## Inventions

Recap some of the ingenious inventions mentioned in the film e.g. bun distribution machine, milk pipe, wind powered fire engine. Which ones did they like / dislike? Why?

Discuss inventions which are now everyday items. Who invented these things? How did the ideas for these things come about? Could we imagine life without TVs, washing machines, computers?

Investigate how some of these everyday items have changed / developed through time.

Predict what inventions we may see in the future.

The children in the Coati Gang use things that they can find to make their inventions with varying degrees of success. Make links with the 'reduce, reuse, recycle' message.

## Design Activity

Children can design their own machine to make an aspect of their lives better / easier e.g. a machine to get you dressed in the morning, a machine to clean the house etc.

Draw the machine, labelling the parts and describe how it would work.







## Creative Writing Activity

What happens to the Coati Gang next? What will their next invention be? Create a sequel to *Fiddlesticks*.

Children could choose their own writing style for this activity – cartoon strip, prose, newspaper report etc.

*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 / LIT 2-20a**

*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**

*I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.* **LIT 2-24a**

*By considering the type of text I am creating,<sup>2</sup> 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**

*By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.* **LIT 2-26a**

<sup>2</sup> These will include the range of texts and media described in the principles and practice paper.



## Useful References / Resources

Suggested websites for researching coatis:

<http://a-z-animals.com/animals/coati/>

[http://www.softschools.com/facts/animals/ringtailed\\_coati\\_facts/272/](http://www.softschools.com/facts/animals/ringtailed_coati_facts/272/)

<http://www.arkive.org/south-american-coati/nasua-nasua/>

## Advertising

An interesting clip on 'Pester Power' is available at:

<http://www.bbc.co.uk/learningzone/clips/the-influence-of-marketing-on-children/752.html>

This could provoke some interesting discussion on the methods advertisers use and the ethics of this.

Two detailed clips about the creative design process for an advertising campaign can be found at:

<http://www.bbc.co.uk/learningzone/clips/8246.html>

<http://www.bbc.co.uk/learningzone/clips/8248.html>

<http://www.bbc.co.uk/learningzone/clips/artist-creates-hubcap-sculptures/6465.html>

## Recycling and Art

An interesting article about eleven artists making a living from things other people are happy to throw away:

<http://mentalfloss.com/article/13046/11-artists-doing-amazing-things-recycled-materials>

A range of ideas on how to transform what would otherwise be thrown away into pieces of art:

<http://www.recyclart.org/>

These clips detail several different projects which recycle waste materials into art and design. They encourage us to look at new ways of using old things:

<http://www.bbc.co.uk/learningzone/clips/recycling-waste-into-art-and-design/11637.html>

<http://www.bbc.co.uk/learningzone/clips/recycled-sculptures/9083.html>





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## Evaluating this resource

We hope that you found this resource useful and appropriate.

Please do send us film reviews, letters from your pupils, documentation of classwork and your feedback by e-mailing [mike.tait@dca.org.uk](mailto: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](mailto:sarah.derrick@dca.org.uk)