

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teacher's Resource: Zarafa

Levels 1 & 2

Created by Sheena Lusby

Discovery Film Festival: Sat 24 October – Sun 8 November 2015

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

**DCA**

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**EUROPA CINEMAS**  
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**DUNDEE**   
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**



## Zarafa

Dirs. Rémi Bezançon & Jean-Christophe Lie  
France/Belgium 2012 / 1h 18min

## Synopsis

The film *Zarafa* is based on a true story describing the arrival of the first giraffe in France and its effect on the Parisians. This is set in the early 19th Century, and is a beautifully animated tale about a young boy called Maki, and his adventures as he travels from Africa (Sudan) to France (Paris). The narrator in this feature film is an old man from Maki's village who enthralled a young audience of village children with the story of Maki and the friends he meets along the way. Maki, who has escaped from the slave trader Moreno, forms an unbreakable bond with the orphaned giraffe Zarafa. He witnesses Zarafa being led away by Hassan, a Bedouin, who has been ordered by the Pasha of Egypt to find a special gift for the king of France. Maki is determined to keep his promise to the mother giraffe to keep Zarafa safe, and return him to Africa. He follows Hassan on a hazardous trek from his village to Paris, encountering many adventures and interesting characters during the journey.

The film is in French with English subtitles.

## Advisory Note

This film contains some scenes of death, but these are tastefully treated. A mother giraffe is killed very early on in the film, forming the basis of this story. Later, one of the sacred cows is killed, introducing the ideas of reincarnation.



# Before the film

## Activity 1 – Points for Discussion

Using the following link [https://youtu.be/hSEvaWlk\\_mc](https://youtu.be/hSEvaWlk_mc) which will take you to the official trailer for Zarafa, ask the children to watch the clip and then have a question and answer session. Use the trailer as a stimulus for the children to become more familiar with aspects of the film.

### Questions for discussion:

- Which country do you think the trailer Zarafa begins in? Give reasons for your answer.
- How do you think the boy got up the tree?
- Why do you think the boy is up the tree in the first place?
- Why do you think the giraffes are gathered around the tree?
- What kind of relationship does the boy have with the giraffes?
- Do you think one of the men is mean? If so which one and why?
- Why do you think the man took the giraffe?
- Why do you think the little boy didn't want the giraffe to be taken?
- What does the boy do when he sees that the giraffe is being taken away?
- How did the giraffe travel to France?
- Why was he going to France?
- Do you think the arrival of the giraffe was a good or bad thing for France?
- Give reasons for your answer.

*As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text and use this information for a specific purpose. LIT1-04a*

*I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT1-07a*

## Activity 2 – Note Taking Detectives

Watch the trailer for a second time and ask the children to write key words, lists and notes using **Appendix 1**. This is to help the children become more familiar with key aspects of the film they are about to watch. They are being asked to use their detective skills to pick out important points using **Appendix 1**; for example, describing some of the clothes worn by the characters in the trailer etc. See **Appendix 1** for details.

*As I listen or watch I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts. LIT1-05a*



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### Activity 3 – Mapping from Memory (co-operative learning activity using mixed ability group)

Using **Appendix 2** (picture stills from the feature film) enlarge to A3 size. Divide the class into groups of 5 or 6 pupils. Allocate each member of the group a number and give each group coloured pens and a large sheet of paper. In a central area of the room the A3 picture is covered by a piece of paper. Call out a number and the pupils with that number from each group must come to where the picture is displayed. They have 10 seconds to look at it. After the time is up pupils return to their group and record what they can remember. As they do so the next number is called and those pupils view the picture. The process continues until each child has had a few chances to look at the picture and record their memories.

This is a great activity to help children really focus and have clear images in their heads to help them when they watch the full feature film.

*Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well those of others. **HWB1-19a***

*I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. **LIT1-10a***

## After the film

### Activity 4 – Constellations

Hassan refers to the sky, saying “if you ever lose your way at sea or in a desert look to the sky”. This gives you a fantastic opportunity to discuss with children the night sky and the stars. They can research information about constellations and the night sky at [www.dkfindout.com/uk/space/constellations](http://www.dkfindout.com/uk/space/constellations). This is a very child-friendly website with great images of the stars.

Using craft materials, create a sky picture by marbling a thick piece of sugar paper to depict the night sky. Once dry the children use a white pastel to create a constellation of their choice then they can use sticky stars on the key points. See **Appendix 3** for an example of one of the constellations on the website listed above and a finished example of a child-created constellation.

*I can access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts. TCH1-03B*

*I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA1-02A*

### Activity 5 – Mind Map

This film provides a wide range of opportunities to investigate different climates. By creating a mind map children are able to highlight weather patterns at various points in the movie and recognise the features of each. A further idea for a mind map would be to focus on the different emotions that the characters display throughout the movie. To create your own mind map refer to **Appendices 4a** and **4b**.

*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. LIT1-06a*

### Activity 6 – Poster Advertising Zarafa

This activity could relate closely to **Activity 2**. After analysing the official poster for *Zarafa*, children use their note taking ideas and imagination to create their own *Zarafa* poster to advertise the film as ‘COMING SOON’. The poster should contain detailed pictures using colour and a snappy tag line. Your poster should also highlight the following:-

- Get the audiences’ attention
- To stimulate Interest
- Appeal – why would someone want to go and see this movie?

To see the Official Poster see **Appendix 5**

*By considering the type of text I am creating, 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.*

**LIT1-26a**

*I have the freedom to discover and choose ways to create images and objects using a variety of materials. EXA0-02a*

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## Activity 7 – investigate the idea of reincarnation

During the film we see the death of the sacred Buddhist cow Sounh. The old man explains to the group of children in the village that some people believe in reincarnation. The film shows the cow coming back as a butterfly. Using **Appendix 6** children have the opportunity to choose for themselves their own reincarnation of Sounh.

*I can describe the key features of the values of world religions which are expressed in stories.*  
**RME1-05b**

## Activity 8 – Giraffe Mania

With the arrival of Zarafa in Paris, we see how the Parisians are overcome with giraffe mania, and how they use giraffe patterns in many different ways. Children can now think of 4 items using giraffe patterns and draw them on **Appendix 7**. Some examples could include: a handbag, pencil case, cover for a book, mask and jacket for a teddy.

*Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.* **EXA1-05a**

## Activity 9 – My favourite character

In the middle of the paper draw your favourite character adding as much detail as possible. Surround your character with descriptive words (adjectives) which will highlight to others the main qualities our character possesses. For example a picture of Hassan with words such as: tall, handsome, brave, powerful, kind, determined ...

*By considering the type of text I am creating, 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.*  
**LIT1-26a**

## Activity 9 – Numbers in French

This is to help develop the pupil's knowledge of the French numbers 1 – 5. At the very beginning of the film Maki says these numbers when trying to count the legs of the giraffe. Using **Appendix 8** cut and paste the number in French to the correct character in the film.

*I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures.* **MLAN2-08a**

## Activity 10 – French Animals

This is to develop the children's knowledge and understanding of some of the animals which were mentioned during the film. Cut and paste the correct animal name next to the correct picture. See **Appendix 9** for activity.

*I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures.* **MLAN2-08a**



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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)



## Appendix 1 - Note-taking Exercise

Describe some of the clothes worn by the characters in the trailer.

Draw and name the weapons seen in the trailer.

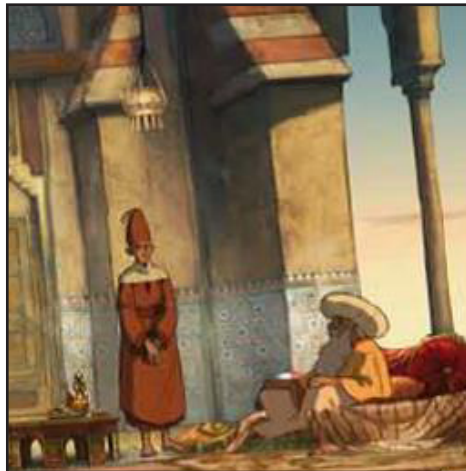
Describe any means of travel used by the characters in the trailer.

Write down and draw some buildings seen in the trailer.

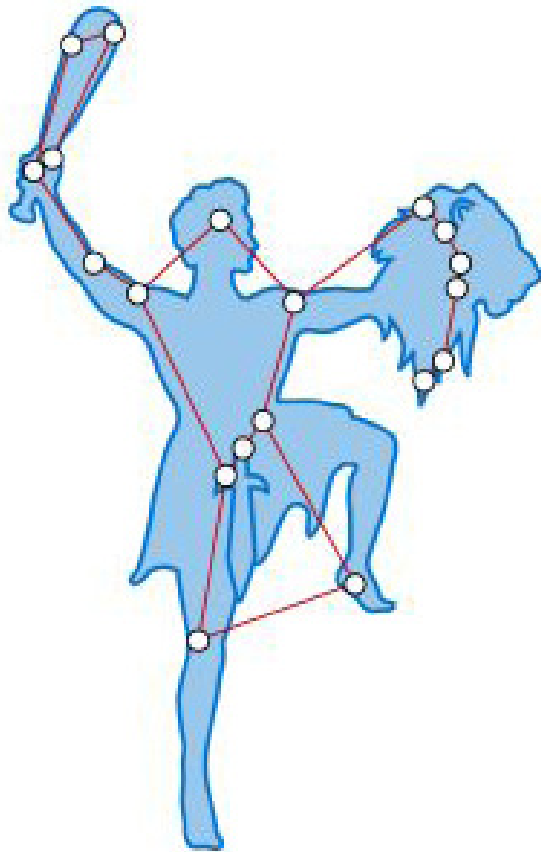
## Appendix 2 - Mapping from Memory



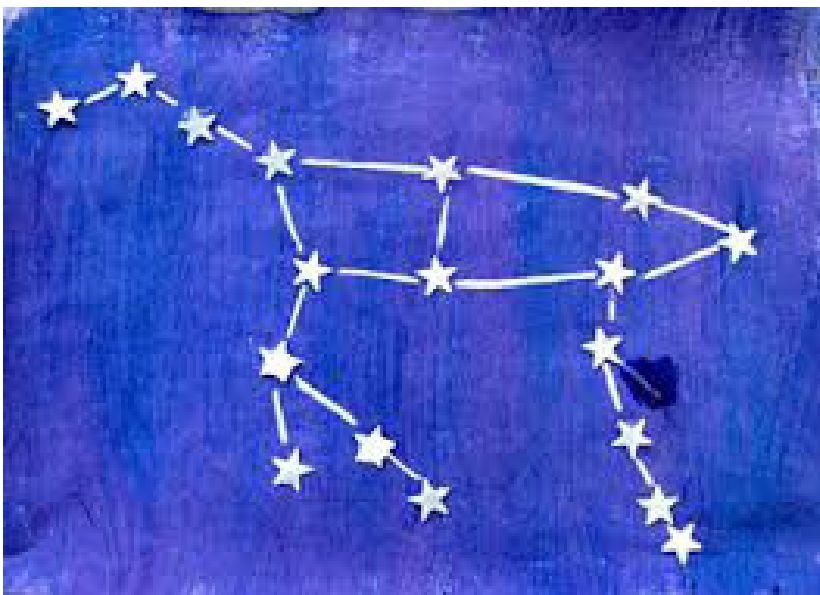
**Zarafa**



## Appendix 3 - Exemplars

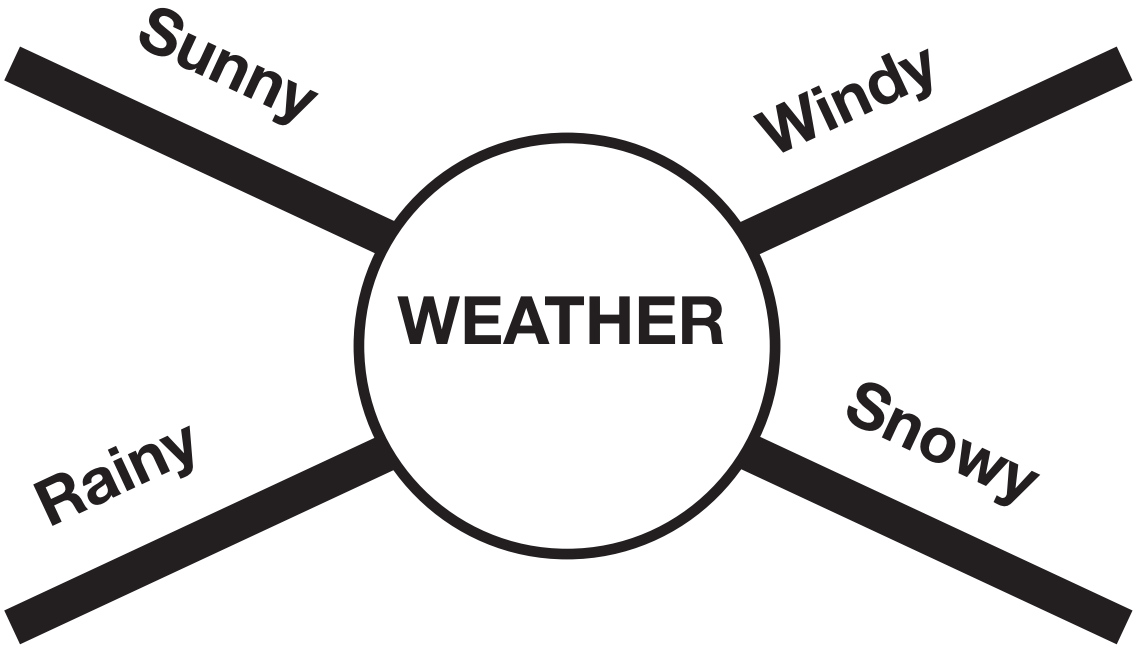


Example of Orion the Great Hunter from the website.



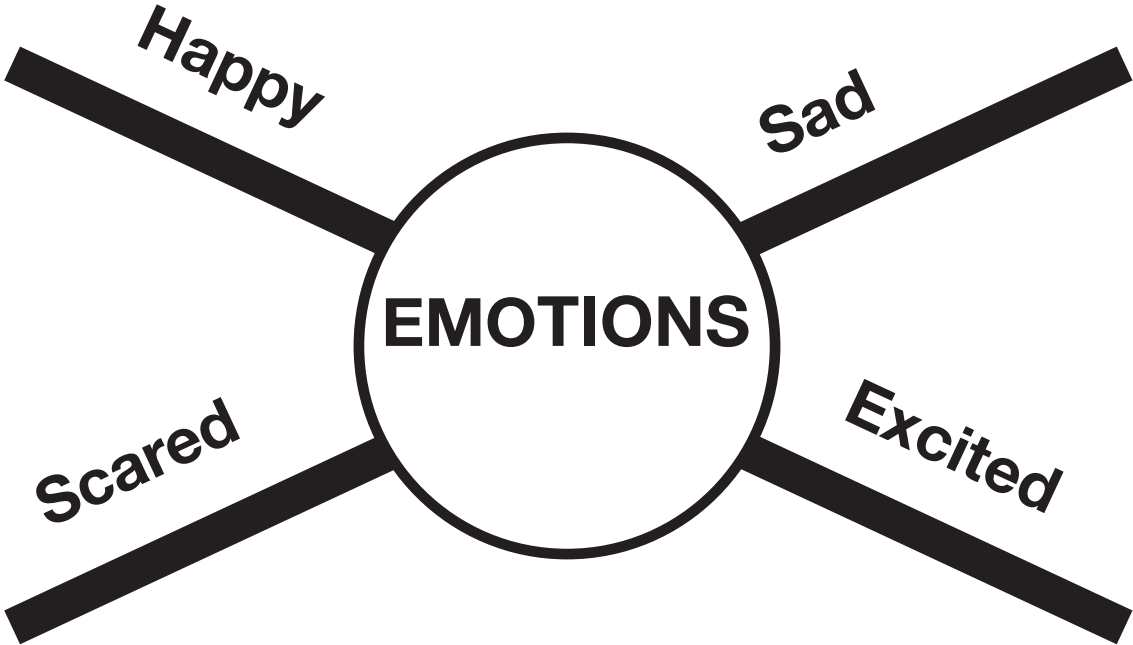
Example of a child's constellation.

Appendix 4a - Weather Mind Map

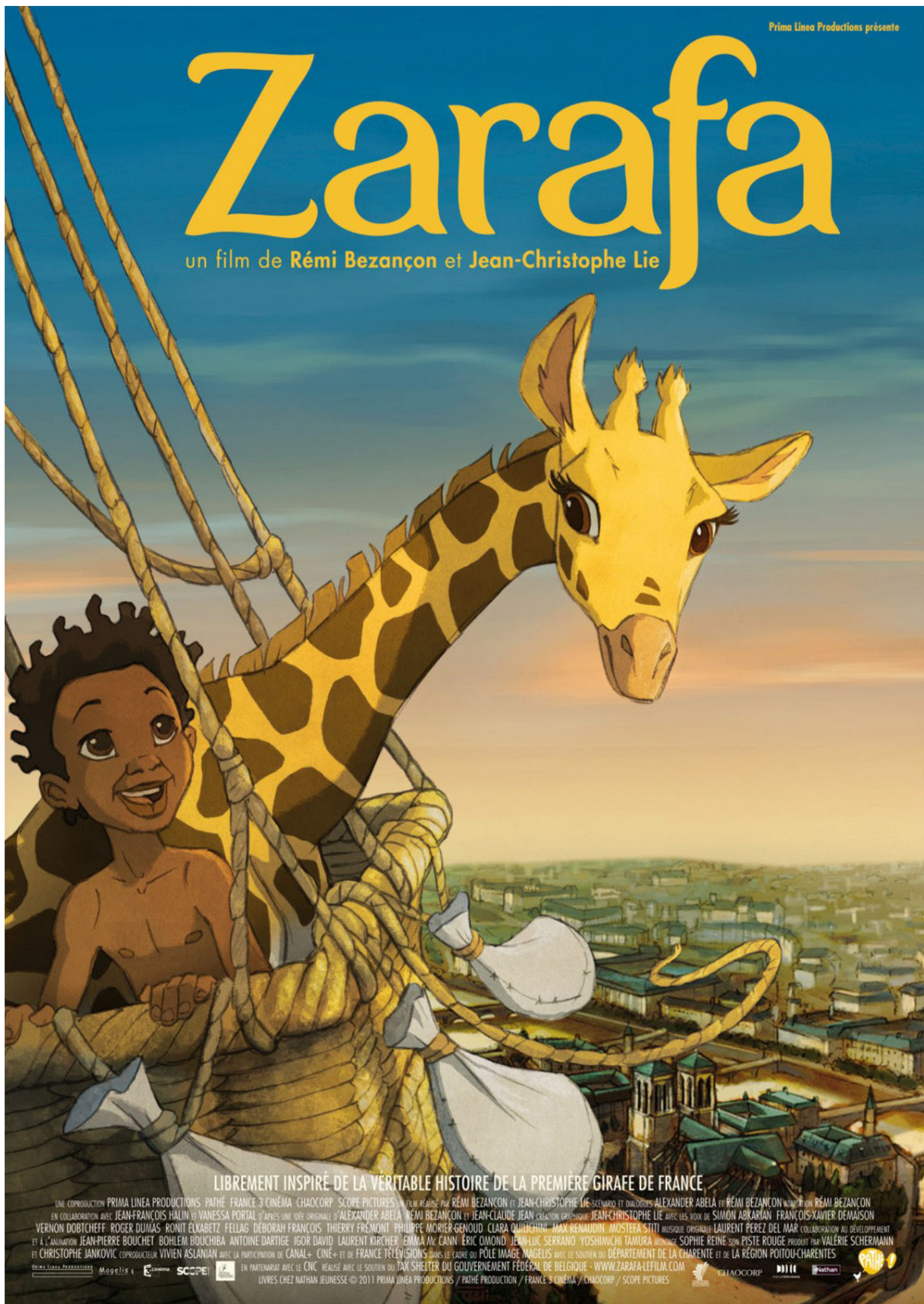




Appendix 4b - Emotions Mind Map



## Appendix 5 - Official Poster for Zarafa



## Appendix 6 - Reincarnation Picture

**Sounh**



**Sounh reincarnated as**

Appendix 7 - Giraffe Mania

GIRAFFE MANIA

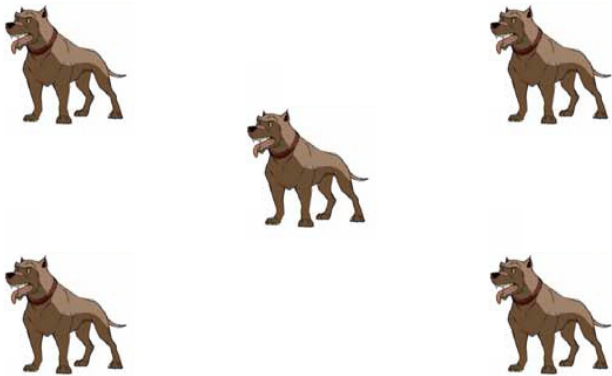



## Appendix 8 - French Numbers

Cut and paste the pictures and match to the French number.



**trois**



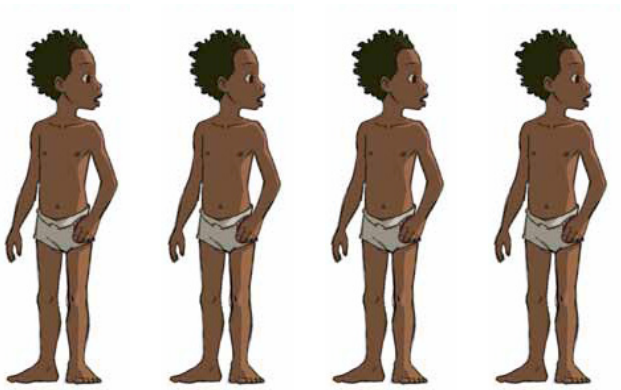
**un**



**cinq**

Continued overleaf

## Appendix 8 - French Numbers continued



**deux**



**quatre**

## Appendix 9 - French Animals

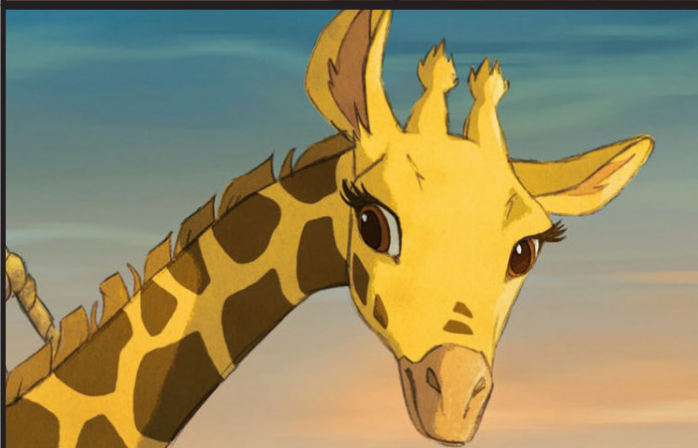
Cut and paste the pictures and match to the correct word in French.



**le chameau**



**la girafe**



**la vache**



**le chien**