



Irish Film Institute

Feeling Fine

SHORT FILM BUNDLE

Classroom
Activities
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the arts  
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# Feeling Fine

## SHORT FILM BUNDLE

The **Feeling Fine Short Film Bundle** is a collection of international short animations from across the globe. Useful for discussing topics of emotional wellbeing, friendship, identity and loss with primary school viewers.

This resource is suitable to use with primary pupils in a classroom context, with curriculum links to Primary Visual Arts and SPHE. It consists of activity outlines and worksheets, to be used to accompany viewings of the short films. The short films are suitable for all ages, however for the activities, age ranges have been suggested based on the topics explored and curriculum links.

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For any feedback or comments, please email [schools@irishfilm.ie](mailto:schools@irishfilm.ie).



### Luce and the Rock

A large rock has appeared in the centre of the village, causing chaos. Young Luce must brave the dark nighttime and help them find their way home.



### Fonos

Cloe uses the healing power of sound to get closer to her grandfather.



### Louis' Shoes

It's the first day at a new school, and Louis must introduce himself, explaining why his shoes are so important to him.



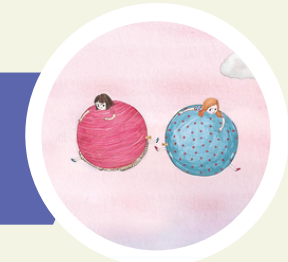
### To Be Sisters

A beautiful 2D animation that follows two sisters throughout the years, and the special bond that connects them.



### All My Colours

When a little girl's mother passes away, she loses all of her colours. How can she get them back?



### Don't Blow it Up

A simple argument gets out of hand, causing two friends to get very angry with one another. So angry that they inflate and float up to the sky like balloons.



### Desert Critter

Born with the shadow of a palm tree, the little critter must travel to exchange his shadow for another, making a new friend along the way.



### Kenya's Symphony

Kenya discovers her passion for music as she causes chaos during an orchestral performance.

## Luce & the Rock



Luce & the Rock follows a child named Luce, who lives with his mother and other villagers in a perfect village. When a rock destroys their houses, Luce helps the rock find his way back to his home in the mountains, leading to an unlikely friendship.

**Duration:** 13mins

**Language:** Dialogue-free

**Age range:** 7-8 year olds

### Learning Objectives:

- To think critically about a film
- To recognise the importance of friendships

Friendship

Belonging



### Activity 1

**Q:** Since Luce is a sphere shape and the rest of the villagers are a square shape what shape do you think you would be if you were a character in the film?

- Show the pupils examples of Pablo Picasso's cubism period.



#### Ask the pupils:

**Q:** What shapes do they see in these pictures?

**Q:** What colours does Pablo Picasso use in his paintings?

**Q:** Do colours represent different emotions? If so, give examples.

- Give the pupils the [colouring sheet](#).



### Activity 2

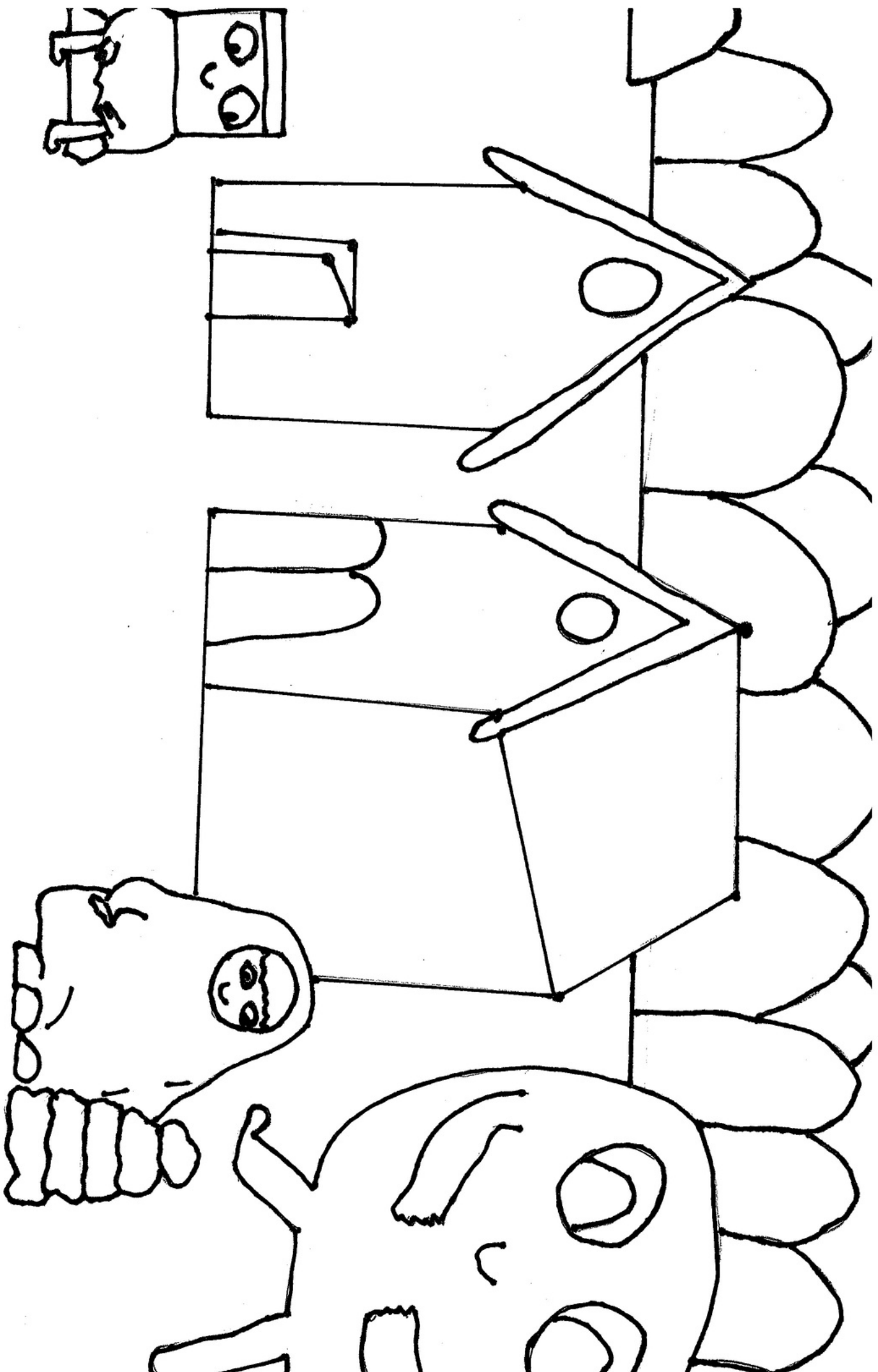
#### Split the pupils into groups of 5:

- Ask the pupils to work together brainstorm the different characteristics between Luce and the Rock .
- As a class, discuss the similarities and differences of characteristics between each character.



### Activity 3

1. Watch the film again
2. Give each of the pupils the **Sequence Worksheet**.
3. Ask them to put the sentences into the correct order, starting from the beginning to the end.
4. As a class, go through the sentences together.



# Lyce and the Rock - Colouring Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

## Luce & the Rock – Sequence Worksheet

**Watch the film again. Then, put the sentences in the correct order.**

Luce brings his rock friend back to the village, and everyone welcomes him home.

Luce's mother could not find Luce in the morning.

The rock destroys all of the houses.

Luce is playing with loads of rocks.

Luce crosses the river, to bring the rock back to its home in the mountain.

## All My Colours



This short animation follows a young girl who is sad and lonely, losing all of her colours. Venturing into the forest, she comes across different animals, forming a friendship with them and getting her colours back.

**Duration:** 5 mins

**Language:** English

**Age range:** 6-7 year olds

Family

Friendship

Love/Loss

**Content notes:** Very brief references to grief and death of a parent.

### Learning Objectives:

- To recognise different emotions and feelings.
- To identify different animals.



### Activity 1

**Split the class into groups of 4:**

- **Brainstorm:** what do you think has happened in the film?
- Discuss everyone's thoughts.
- Discuss as a class the importance of family.



### Activity 2

- Ask the pupils to draw, colour and cut out animal masks based on the film (see sample sheet for reference).
- Ask the pupils to use the masks to present different characteristics of the different animals.



### Activity 3

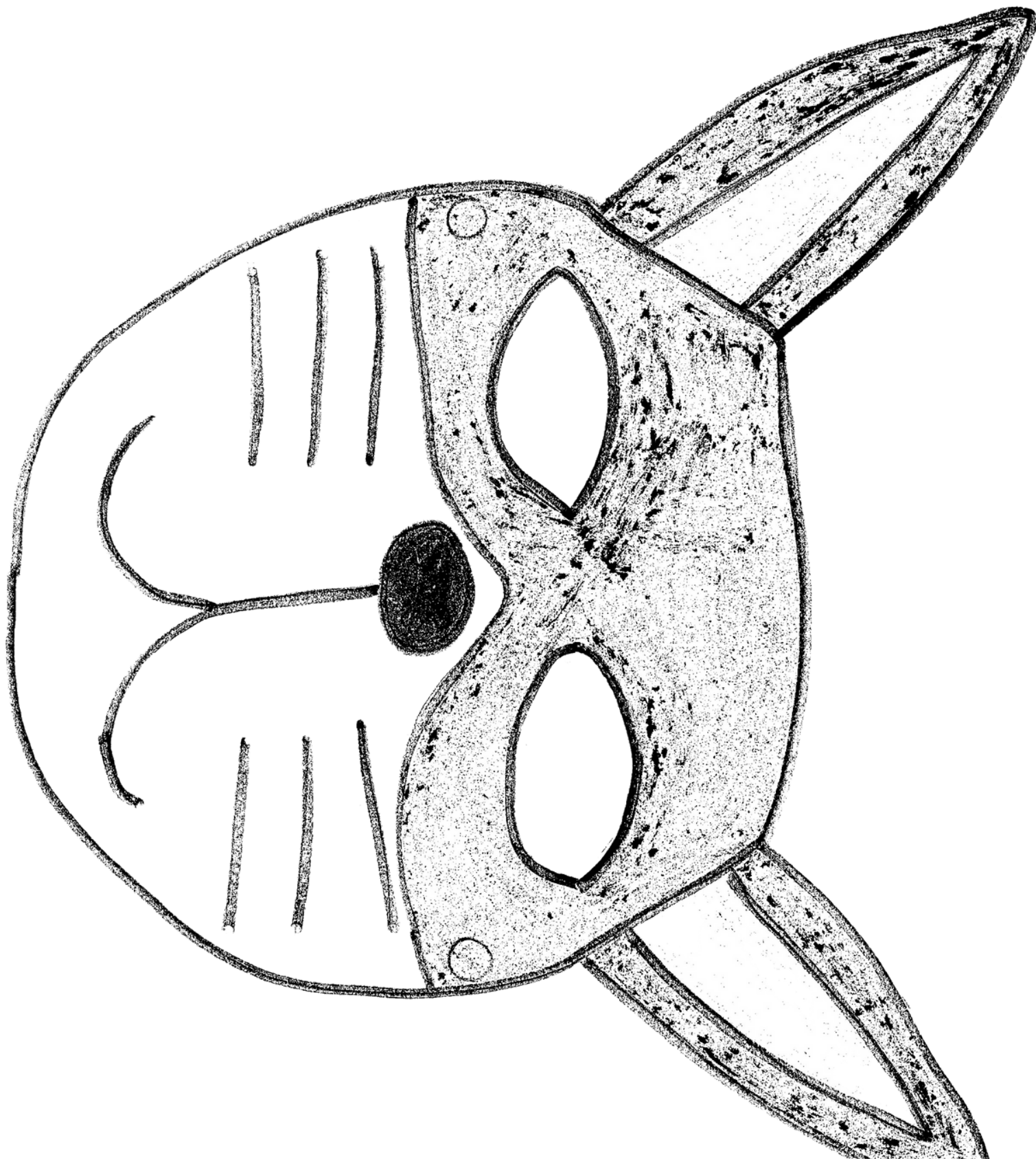
In groups, discuss which colours represent different emotions. For example, blue is often considered a sad colour.



Ask the pupils to draw themselves in a variety of situations at school and home, using different colours to represent the different emotions they have experienced during those times.



## All My Colours – Mask Sample Sheet



## Fonos



Following the journey of Cleo and her grandfather, playing music and collecting songs. Years later, when her grandfather has pass, Cleo turns to music to bring back fond memories.

**Duration:** 10 mins

**Language:** No dialogue

**Age range:** 11-12 year olds

**Content notes:** Very brief references to grief and death of a parent.

### Learning Objectives:

- To recognise the power of music
- To assess the importance of family
- To recognise the significant role memory plays in helping people cope with death and grief

Music

Family

Loss



## Activity 1

### Brainstorm as a class:

- What do you think the film is about?
- How do you think you would feel if you were the daughter?
- Why do you think they wanted to catch the bird?
- In what ways could we help someone who has lost a family member?



## Activity 2

### Using YouTube, play different music excerpts for the pupils.

- Discuss and explain to the pupils which instruments can be used for conveying different genres of music.
- For example an electric guitar could be used to play rock music, a piano might play classical or pop, a saxophone might play jazz.
- Explain the different qualities that can be used in music to convey different emotions.
- For example: A fast tempo could convey excitement or nervousness, whereas a slow tempo could be relaxed or calm.
- Eg. Dynamics: a crescendo which means getting louder, decrescendo which means getting quieter
- Play different music excerpts on YouTube for the pupils.
- Ask the pupils to write an emotion that they felt while listening to each song.
- As a class, discuss everybody's answers.



## Activity 3

### Split into groups of 5:

- Give an A3 piece of paper to each group
- Ask them to draw a poster representing the important relationship between Cleo and her grandfather and their love for music.





## Don't Blow It Up



Don't Blow It Up is based on the friendship of two young girls. They end up having an argument which leads them to blow up like balloons into the sky. However, when they make up and become friends again, they can help each other deflate and come back down to earth.

**Duration:** 8:15mins

**Language:** Dialogue-free

**Age range:** 6-7 year olds

### Learning Objectives:

- To understand the significance of friendships.
- To recognise that friendships are not perfect all the time.
- To understand that individual actions and behaviour affect other people's feelings.

Childhood

Family

Love



### Activity 1

#### Brainstorm as a class:

- What does friendship mean?
- What can we do to fix a fight with our friends?
- How could we avoid a fight with our friends?
- How do you feel when you fight with your friends?



### Activity 2

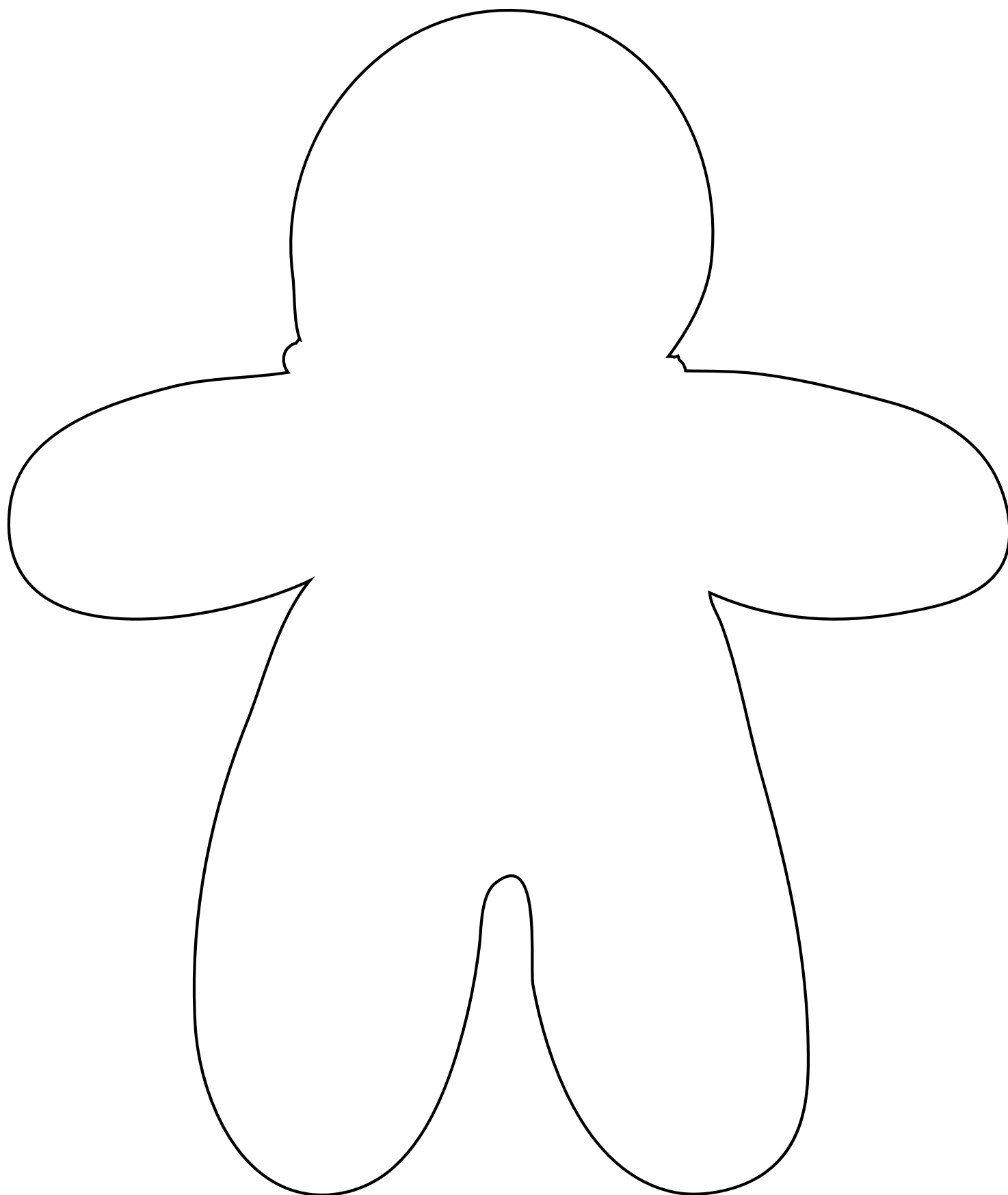
- Split the pupils into groups of 4.
- Give each group the attached worksheet and ask them to work together to brainstorm and write the bad/good qualities of a friend.
- Then, on the outside of the bodies, ask them to write what actions we do to be a good/bad friend.



### Activity 3

- Watch the film again.
- Give each pupil a sequence worksheet.
- Ask them to identify the beginning, middle and end scenes of the film.
- Using the sequence worksheet, ask the students to and draw the beginning scene, the middle scene, and the end scene from the film.

## Don't Blow It Up - worksheet



1.

2.

3.

## Louis' Shoes



Louis' Shoes is a French film based on a young boy's journey with his education. He portrays his inner thoughts and struggles living with Autism.

**Duration:** 5:16 mins

**Language:** French with English subtitles

**Age range:** 8-10 year olds

**Content notes:** Brief references to bullying and exclusion.

### Learning Objectives:

- To be able to understand that not everyone is the same.
- To be able to empathise with other people and explore issues from a variety of perspectives.

Relationships

Emotions

Bullying



### Activity 1

**Get the pupils to write down what they learnt most from the film.**

**Guide questions for the pupils:**

- Could you relate to how Louis felt?
- Did anything surprise you?
- Did you feel sorry for Louis?



### Activity 2 - Groups of 4

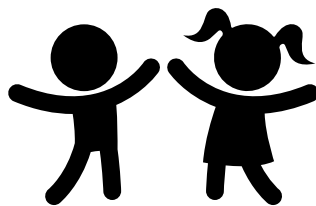
**1. Get the children in groups of 4 and tell them to discuss:**

**Q: How would you feel if you were Louis?**

After working in groups, as a class brainstorm the all the feelings and the reasons why?



### Activity 3 - Groups of 2



**Pupil 1**  
Louis

**Pupil 2**  
Friend

### Scenario:

How would you be a helpful friend to Louis?

## Desert critter



Desert Critter is about a desert critter that is different from the rest of the other desert critters. However, he finds out he's not alone and befriends a penguin in the process. Their friendship is rocky but, they manage to make it work.

**Duration:** 8 mins  
**Language:** English  
**Age range:** 8-9 year olds

### Learning Objectives:

- To understand the power of friendship.
- To recognise not everyone's the same.

Belonging

Identity

Friendships



### Activity 1

#### Ask the Pupils:

- What do you and your friends have in common?
- How are you and your friends different?
- Do you think the shadows in the film represent these different qualities?



### Activity 2: Shadow Puppets

**You will need:** Scissors, tape, cardboard, lollipop sticks and a torch.

1. Get the pupils to draw a person or animal on the cardboard
2. Cut out the outline of the image they have drawn
3. Tape the lollipop to the back of the image cut-out
4. Make the room dark
5. Shine the torch directly at the cardboard close to a wall or the floor
6. Move the torch further away from the cardboard to make the shadow bigger

#### Ask the students to investigate:

What is the difference between natural and artificial light?  
What are shadows the result of?



### Activity 3

- Watch the film again with the pupils.
- Split the class into groups of 4.
- Give each group the attached **Storyboard Worksheet**.
- Tell them to draw out the sequence of the story (1-6)
- Get each group to tell the story aloud to the class. At the same time make a sequence as a class of the film.





## Desert critter



### Activity 3

1. Give the pupils the attached colouring sheets of the desert critter and penguin.
2. Get them to colour them in, encouraging them to use any colours they prefer.

**Ask the pupils:**

Why did they choose that specific colour to colour in the picture?

Ask the pupils to show their finished colouring sheets to each other. Explain how each picture is coloured in differently, even though it's the same image. This represents how we each have different qualities that make us different, yet this can be a strength that helps us make friends.



# Desert Critter - Colouring Sheet



Name \_\_\_\_\_

Date \_\_\_\_\_

Desert Critter - Storyboard Worksheet

1.

2.

3.

4.

5.

6.

## To Be Sisters



To Be Sisters is based on the strong friendship that can form between two sisters over time and the reliability that this bond can bring for each sibling.

**Duration:** 7:15 mins

**Language:** Dialogue-free

**Age range:** 8-9 year olds

### Learning Objectives:

- To determine the important role that family have in our lives.
- To identify the good qualities that a sibling can have.
- To understand the important role that older siblings have in helping their younger siblings develop.

Childhood

Family

Love



### Activity 1

#### Ask the Pupils:

- How do you act with your sibling(s)?



#### Split the pupils into pairs:

- Ask the pupils to work together to act out an acceptable way for siblings to behave towards each other when playing at home.

**Q: Why do you think they should act this way?**



### Activity 2

#### Split the pupils into pairs:

- Ask the pupils to each discuss and write key words on **flashcards** that represent their meaning of family.
- Ask them to swap their flashcards with each other.
- Then, ask the pupils to describe each other's family, using the words on the flashcards.



### Activity 3

Ask the pupils to draw a good memory that they have had with their sibling/siblings/friend.

## Kenya's Symphony



This dialogue-free animation is about a young girl called Kenya whose mother takes her to a classical concert. Immediately misbehaving, once Kenya hears the music coming from the clarinet, she instantly wants to be able to play that instrument like the musician.

**Duration:** 5 mins

**Language:** Dialogue-free

**Age range:** 6-7 year olds

### Learning Objectives:

- To recognise bad behaviour.
- To be able to identify different instruments.

**Creativity**

**Relationships**

**Music**



### Activity 1

#### Ask the Pupils:

- Do you think that Kenya's behaviour was good or bad? If so, why/why not?
- What stopped Kenya from acting this way?
- What would you do if you were in Kenya's shoes?



- Split the pupils into pairs.

**Scenario:** Act out how you would tell a family member/friend that you do not want to go to a concert without hurting their feelings?



### Activity 2

#### Q: What instrument would you like to play if you could choose any one?

- Split the pupils into groups of 3.
- Ask the pupils to work together to list as many instruments possible in 5 minutes.
- As a class, discuss all of the different instruments.
- Show the pupils images of instruments and excerpts of musical compositions.



### Activity 3

**Draw:** What do you want to be when you grow up?



### Activity 4

#### Read this book to your pupils:

<https://read.bookcreator.com/JA6pVD0p5tbLk29GAoZlcUYBXbA2/ibKC-FbAmSUWJzv9xS0kVSw>

#### Brainstorm as a class:

How is this book similar to Kenya's symphony?



