

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack: **Nina and the Hedgehog's Secret** (Nina et le Secret du Hérisson)

Second Level | Created by Virginie Bradbury

Discovery Film Festival: Sat 19 October – Sun 3 November 2024

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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:
<http://www.discoveryfilmfestival.org.uk/resources>:

Nina and the Hedgehog's Secret (Nina et le Secret du Hérisson)

Dirs: Alain Gagnol and Jean-Loup Felicioli

France / 2023 / 1h, 17m

French with English subtitles

Nina and the Hedgehog's Secret (Nina et le Secret du Hérisson)

Synopsis:

10-year-old Nina has always filled her imagination with her dad's hedgehog diverting stories. But when he loses his job, Nina starts to worry about the future of her family. After hearing rumours of a treasure hidden by the old factory's boss, Nina and her best friend Mehdi decide to organise a risky hold-up, to share the swag between her father and his fellow co-workers. A crazy adventure begins...

Advisory note:

Please note that this film addresses the issues of unemployment, money laundering and jail. These themes may affect some of the learners. Though it depicts a difficult social context, it also highlights that resilience and hope can prevail.

Teacher's notes:

This pack covers the following Experiences and Outcomes for 2nd level:

- *Literacy (Listening and Talking):* **LIT 2-02a, LIT 2-07a, LIT 2-09a**
- *Expressive arts:* **EXA 2-03a, EXA 2-06a**
- *Technology:* **TCH 2-09a**
- *Modern languages (French):* **MLAN 2-01c, MLAN 2-05b, MLAN 2-07b**
- *Social Studies:* **SOC 2-16a, SOC 2-17a**
- *Health and Wellbeing:* **HWB 2-01a, HWB 2-09a, HWB 2-16a**



Activity 1: **Poster analysis (Appendix 1)**



- A) How many characters can you see on the poster?
- B) Are they on the same shooting plan? What do you think that means?
- C) Read the title, who is Nina? What does the title tell us?
- D) Looking at the background, what do you see?
- E) Are the characters running towards the city? Where do you think they are going?
- F) Looking at the hedgehog, what do you notice? Why is that? What could this mean?

Activity 2: **Expressive Arts/STEM**

The hedgehog was inspired by Mickey Mouse which initially was a comic character. Create a comic strip depicting the hedgehog in his search for the perfect job. At the start of the movie, the hedgehog is looking for a job to fit in with society. He will try his hand at cooking, mechanics, trying to become a firefighter... But each attempt fails: his hedgehog body is not suited to the jobs given to him. Until the day he meets an acupuncturist. You can explain to the students that this is a person who practices traditional Chinese medicine and who rebalances the circulation of energies in the body using small needles... perfect for a hedgehog! The moral of The Hedgehog Tales thus consists of reminding us that we must not abandon our dreams and that we always end up finding our place in the world.

- Can you think of other jobs he could have tried but where his spikes could have caused an issue?

You can download free comic strip templates here:

<https://www.teachingideas.co.uk/art/comic-strip-templates/>

Alternatively, you could create simple flipbooks like Nina's dad did at the beginning of the movie. You could use the hedgehog flipbook (Appendix 2) to demonstrate to your learners how this works. This document is also available on: <http://www.littlekmbo.com> You could also look at creating thaumatropes. See the link: <https://littlebinsforlittlehands.com/thaumatrope-ideas/> for some ideas.





Activity 3: **Modern Languages (French)**

- Learn the vocabulary for different woodland animals using the different PowerPoints:

A) Les animaux de la forêt: Qu'est-ce que c'est ? <https://tinyurl.com/3ab9e3y7>

B) Les animaux de la forêt: C'est quel numéro ? <https://tinyurl.com/mtptmtsk>

C) Les animaux de la forêt: C'est ... ou ... ? <https://tinyurl.com/4m4ap33n>

D) Les animaux de la forêt: Q'est-ce qu'il manque ? <https://tinyurl.com/4276hysz>

- The mini flashcards can be printed to use for many activities including:

Les animaux de la forêt mini flashcards (**Appendix 3**)

- Checking individual understanding (e.g. 'Show me: un renard.')
- Snap
- Pairs (pelmanism)
- Kim's game (small groups)

Discussion Points:

1. The hedgehog

In an interview with the directors, Alain Gagnol said that "from the outset, the hedgehog character was conceived in black and white, existing in a world reminiscent of early 20th century cartoons."

Jean-Loup Felicioli said, "I was inspired by the Mickey Mouse character, created by Ub Iwerks, for the hedgehog character."

Please note: Watch this video: <https://www.youtube.com/watch?v=vsrW88rc5LM> to learn more about the controversy behind the creation of Mickey Mouse. This video may not be suitable for your class due to questionable comments made throughout the video by the creator. However, this could be the topic of an interesting conversation with your learners as to who should be the real creator of the famous mouse, Walt Disney or Ub Iwerks?

- What does the hedgehog represent in this movie?
- Why is the hedgehog so important? How does he help Nina in her quest?

2. Safe/Unsafe places to play in

This activity could be completed in pairs or groups of 4. Ask the learners to halve an A3 sheet and label one half 'safe' and the other 'unsafe'. Have both worksheets (**Appendix 4**) printed and each mini flashcard cut out. Make sure you have enough sets for each group. The flashcards depict different locations but are they safe places to play in?

The learners can each have a turn at picking a mini flashcard and discuss whether it should go in the 'safe' or 'unsafe' category. Once they have run out of flashcards, the class can discuss each location. Can the learners think of other places?

Throughout this discussion, it should be highlighted to learners that trusted adults should supervise their play.





3. Employment

The main theme of ‘Nina and the Hedgehog’s Secret’ is unemployment and how it affects families.

Nina senses a change in her father, who no longer wishes to tell her stories. When he said to her: ‘Don’t you think you’re a little big for that?’ Stories are for babies, right?’, Nina feels hurt but also worried for her father. Her mother tries to explain to her what redundancy and strikes are when Nina sees her watching the news.

You can come back to certain words or concepts mentioned in the film, or repeat the questions asked by Nina, to be sure that the students have understood these complex elements of the plot:

- What is a strike?
- Why are we striking?
- Why did the former factory workers write on the walls?
- What is unfair about their situation?
- What does “at the bottom of the ladder” mean?
- Why is the situation worrying for Nina's parents?

Nina is also disturbed when she sees her father sitting on a bench, alone in front of the job centre and looking sad. It may be useful to refer back to this scene and explain that support exists for unemployed people.

Lupin, the former employee guarding the factory can also be a confusing character for the learners and will undoubtedly raise questions.

Why is he evil? Why does he keep the treasure that was unfairly stolen? What are some people willing to do for money?

This can be an opportunity to discuss in class what is important to the learners:

- What matters most to them? Their family, their friends, their toys, the moments they spend playing, reading their book or perhaps watching their favourite film?
- Why do we need money? Is it useful to have much more than others? Isn’t it a source of argument when people don’t have the same thing? Can it lead to jealousy?
- While developing their plan, Nina and Mehdi decide that if they succeed, they will share the money with everyone who lost their jobs. What do the learners think? Do they think this is fair? Generous? What would they do in Nina and Mehdi’s shoes?
- Is it moral to steal something, if it is to use it with good intentions?
- Is it up to children to restore justice and find solutions?

Appendix 1



Appendix 2

Worksheet Resource: Hedgehog flipbook



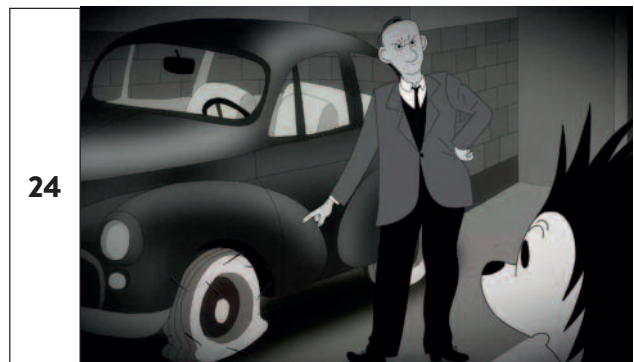
Appendix 2

Worksheet Resource: Hedgehog flipbook



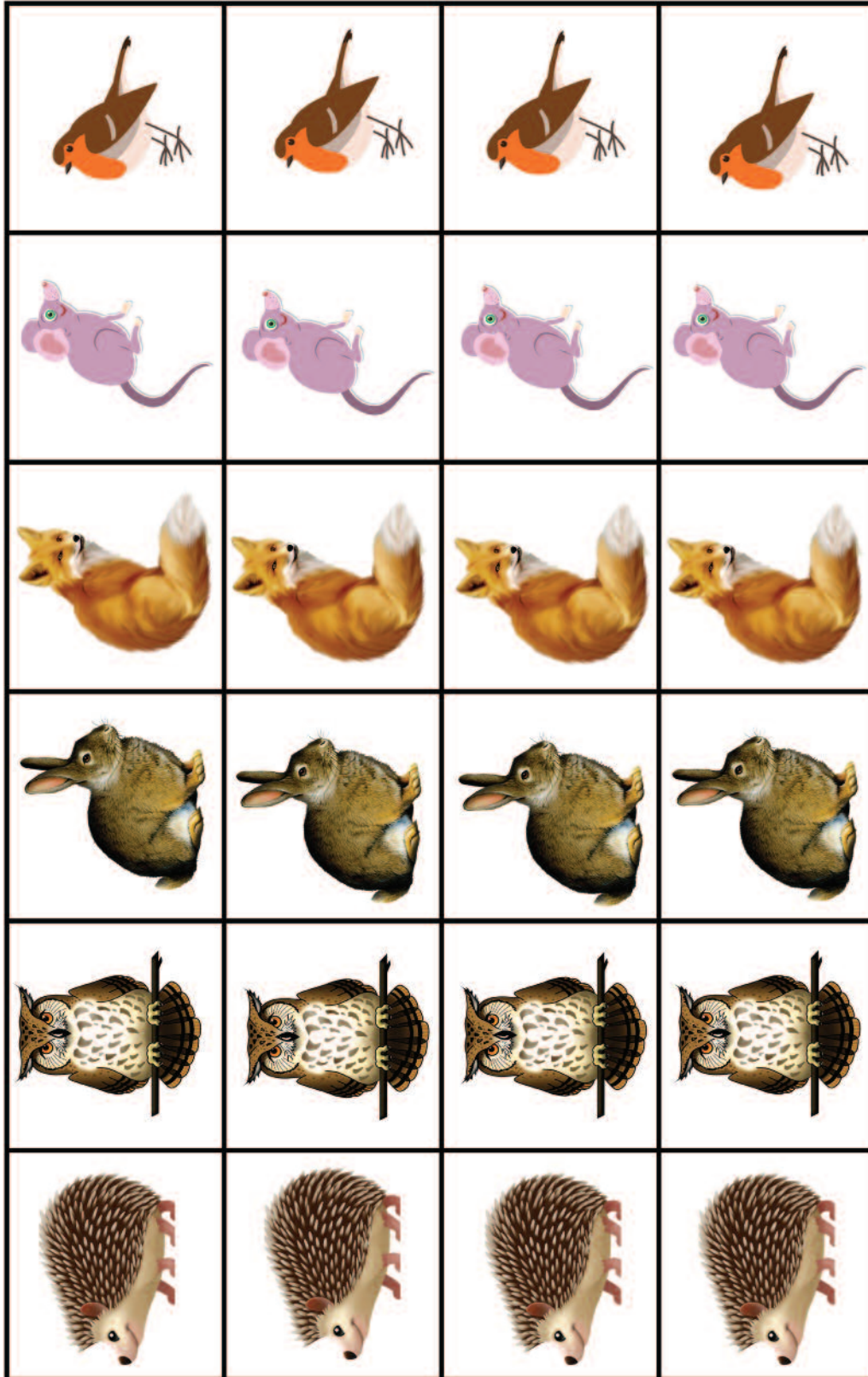
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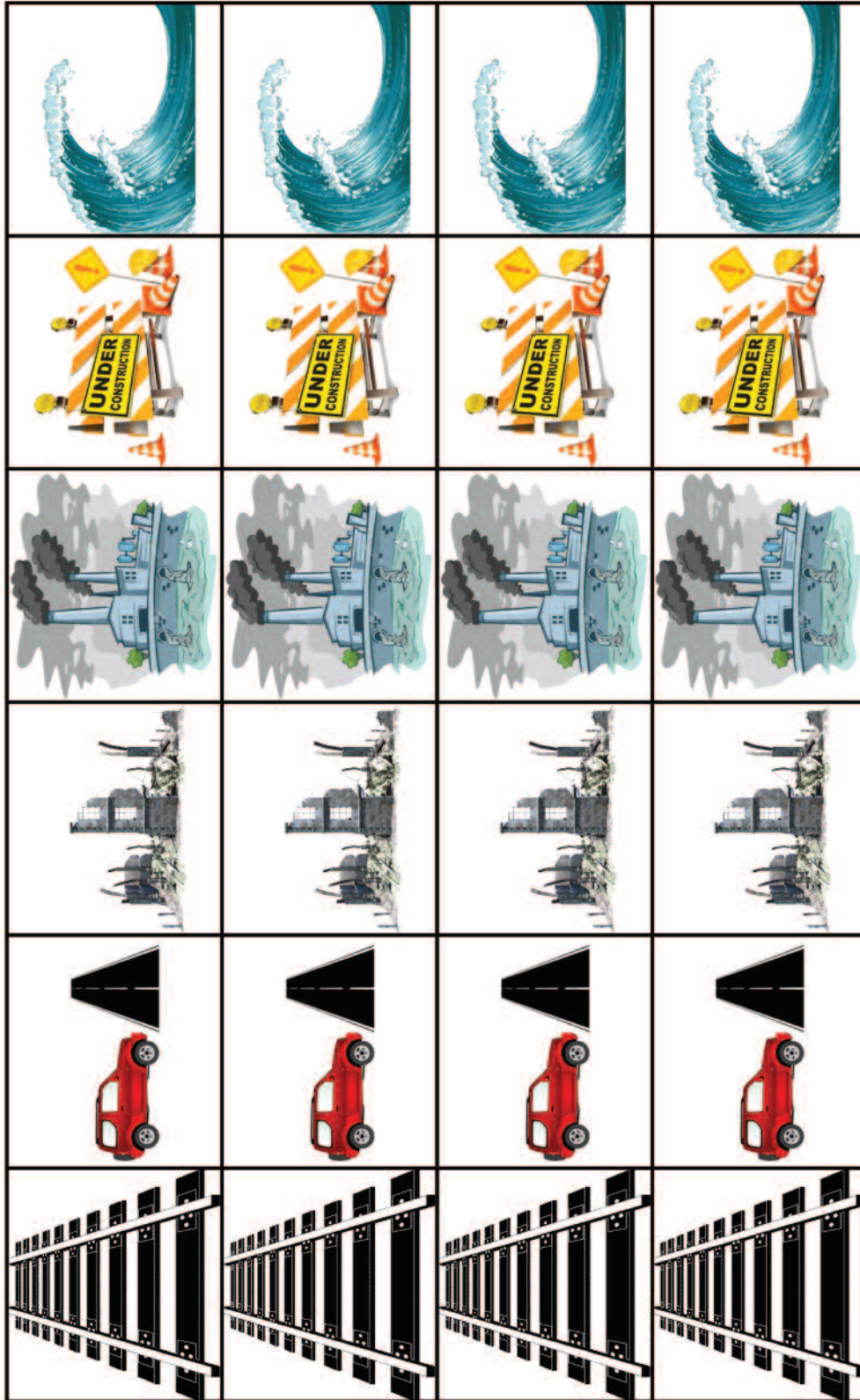
Appendix 3

Worksheet Resource: Les Animaux de la Foret mini flashcards



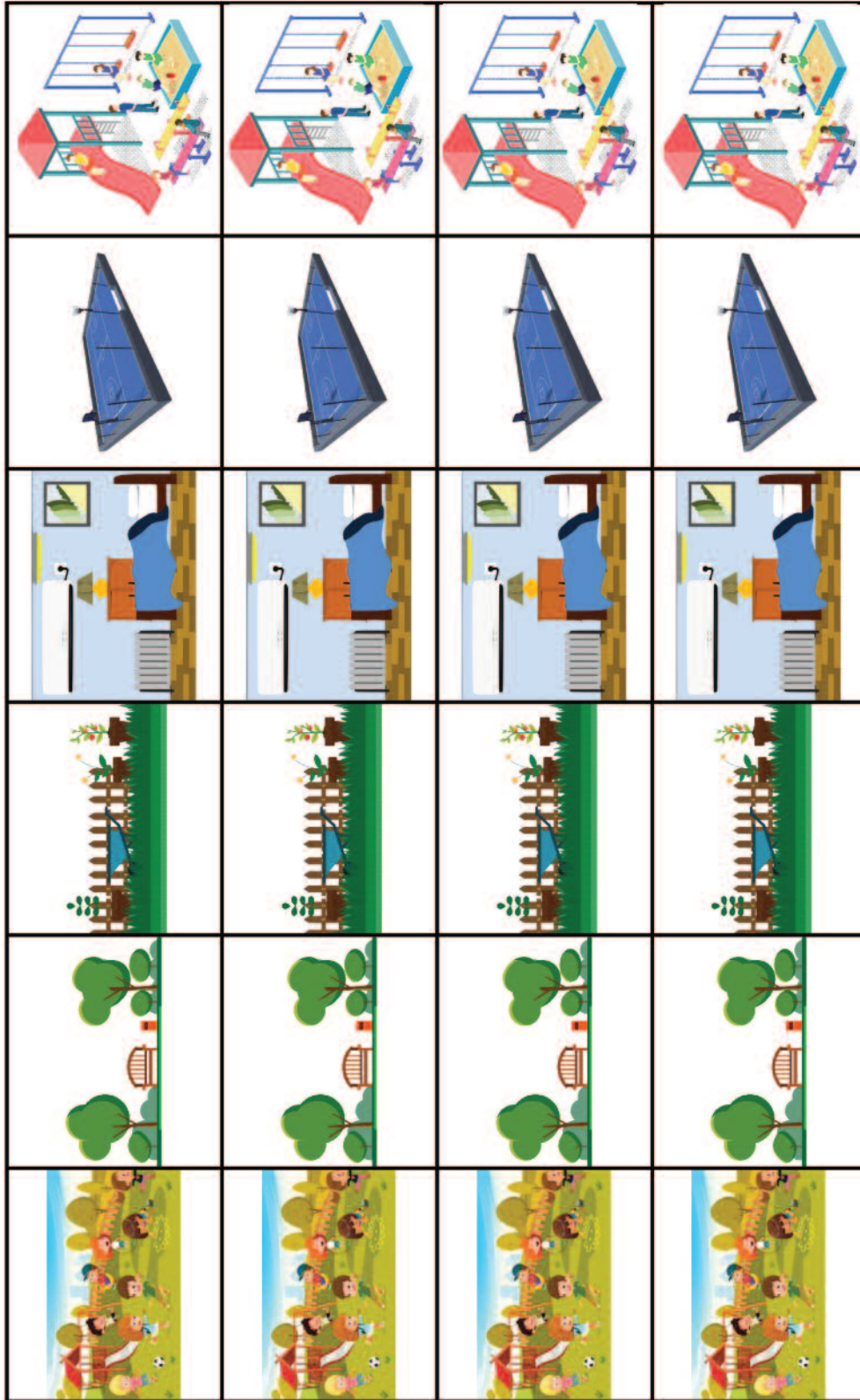
Appendix 4

Worksheet Resource: Play Unsafe Mini Flashcard 1



Appendix 4 Cont.

Worksheet Resource: Play Unsafe Mini Flashcard 2





Evaluating this resource

We hope that you found this resource useful and appropriate.

Please do send us any film reviews, letters from your pupils, documentation of classwork and your feedback by e-mailing amaya.marco@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 amaya.marco@dca.org.uk