

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource Pack: **Tony, Shelly and the Magic Light**

First and Second Level | Created by Tinike Dingwall

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

### **DCA**

Dundee Contemporary Arts

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

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With support from the DCA Cinema and Learning teams



## 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 21<sup>st</sup> Century Literacy/moving image texts

Each resource is free and available to download from:

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

### *Tony, Shelly and the Magic Light*

Dir: Filip Pošivač

Czech Republic / Slovakia / Hungary / 2023 / 1hr 22m

Czech with English subtitles

# Tony, Shelly and the Magic Light

## Synopsis:

Eleven-year-old Tony has a unique feature he was born with – he glows. His controlling parents try to keep him at home to protect him from the outside world. Before Christmas, a peculiar girl named Shelly moves into his house and turns his world upside down. For the first time, Tony has a real friend. He introduces Shelly to the fantasy world inside his pillow bunker and she shows him her secret treasure: a magical flashlight. With its light, they create amazing pictures and worlds that only they can see. Thus, they embark on an adventurous search for the origin of the mysterious tufts of darkness which suck the sunshine out of the house. *Tony, Shelly and the Magic Light* is a film about what it's like to be different, it is a story about friendship and imagination, about light and darkness.

## Advisory note:

Bullying/humiliation, a house guardian spirit that feeds on light and could be a bit scary.

## Teacher's notes:

I think this film touches on important issues which are in every school such as friendship and being different. It is also a great visual film using colour and darkness well. The use of puppets rather than computers adds another element to the film and there are many great activities and discussions to have back in school.

The following Experiences and Outcomes for Early, First and Second levels are covered by this pack:

- *Literacy and English* LIT 1-04a, LIT 2-04a, LIT 1-28a / LIT 1-29a, ENG 1-31a, LIT 0-09b / LIT 0-31a
- *Health and Wellbeing*: HWB 0-05a / HWB 1-05a / HWB 2-05a, HWB 0-10a / HWB 1-10a / HWB 2-10a
- *Expressive Arts*: EXA 1-03a, EXA 0-05a / EXA 1-05a / EXA 2-05a





### **Director's Statement:**

In my debut, I've decided to use the stop-motion puppet animation technology. We shot the puppets frame by frame, which is bound to be a truly adventurous process! To me, animation has always been something magical. As a child, I used to watch the old, animated films by Jiří Trnka, the legendary Czechoslovak filmmaker and visual artist. I think that puppets have a potent dramatic aura. When a puppet moves, a sparkle lights in the eyes of both children and adult viewers. There's something so enchanting about it! And animation breathes life to puppets. The puppets and the settings around them are made of regular materials – things that we are usually familiar with. When watching stop-motion animation, we thus have the intimate feeling that we can 'touch' the story.

Before the film

Activity 1: The Poster



Have a look at this poster for the film. Who are the main characters in the film?

What do you think the magic light will do? What words would you use to describe the characters you see in the poster?

What type of film do you think it will be – happy/sad etc?

## After the film

### Activity 2: Film Literacy

#### Puppet Worksheet (Appendix 1)

This film was made using stop-motion puppet animation technology. Can you make your own puppets and film them using stop-motion filming? Get creative and make your puppet out of any materials you have available. Work in small groups and when you have your characters think about how to make them move.



You could even design your own short film. Here are some links to some planning material if you want to make your own short film.

[https://screeningshorts.org.uk/sites/default/files/worksheets/storyboard\\_0.pdf](https://screeningshorts.org.uk/sites/default/files/worksheets/storyboard_0.pdf)

I have used the Stop Motion Studio app, which is free to download and has loads of useful tutorials. I found pupils found it easy to use and the results looked great

[https://play.google.com/store/apps/details?id=com.cateater.stopmotionstudio&hl=en\\_GB&pli=1](https://play.google.com/store/apps/details?id=com.cateater.stopmotionstudio&hl=en_GB&pli=1)

***Remember you can only move your puppet a little bit each time you take an image to make it look as if it was moving.***

#### Discussion/Review:

How did you find it moving and filming your puppet? What would you change next time?  
Did you enjoy it?



### Activity 3: **Health & Wellbeing**

Before Shelly arrives, Tony wishes to his imaginary friend Otta that he would have a real friend. Why is friendship important? What do friends bring to your life? Write on five pieces of paper, five characteristics that a good friend should have. Then on the other side of each piece write how Tony or Shelly shows this characteristic of friendship.

For example:

- Sharing: Tony shares his fort with Shelly.
- Kind: Shelly tells Tony his glow is amazing.
- Helpful: Tony tries to help Shelly get Fanny back.

How many characteristics of friendship were you able to find?



### **Discussion point: Only Me**

Shelly appreciates Tony is unique with his ability to glow. Discuss in the class how we are all unique. Play the game only me – each child to say one thing that they think is unique to them, keep going round till all the children have found something unique about them.

Why is it important that we are all unique? What would happen if we were all the same?



## Activity 4: **Art/Design**

Shelly has a magic torch which shows magical worlds and images to Shelly and Tony. These included flowers, under the sea, space and even dinosaurs. Which was your favourite in the film and why?



Give pupils a magic torch **Appendix 2** and some simple colourless images. Pupils then shine their magical torch on their picture and see what magical images and worlds appear. All pupils can be given the same image or different ones.

As a warmup or extension to this activity pupils could shine their magic torch at areas of the classroom or playground and describe what comes to life and what they see.

Discussion point here might be on the use of colour in the film and why people fear the darkness. Discussing why the spirit starts as black and what does it mean when it changes colour.



Activity 5: **Writing**

Puppetry in Slovakia and Czechia is on the UNESCO's list of intangible cultural heritage of humanity, which is a very interesting thing. Please read here for more information:

<https://ich.unesco.org/en/RL/puppetry-in-slovakia-and-czechia-01202>

Why do you think puppets have been so important? Have you ever seen a puppet show? Can you list the advantages and disadvantages of using puppets to tell a story? Remember to think of cost, time, detail, history and longevity, as well as any other issues you can think of.





**Appendix 1** Puppet Worksheet

Draw your puppet and label what you made it from.

What is your character named? What type of character is it?

Appendix 2



Image from: [www.stockfreeimages.com](http://www.stockfreeimages.com)



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## 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\*\*](mailto: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\*\*](mailto:amaya.marco@dca.org.uk)