

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack: **Shorts for Middle Ones – Yuck! (Beurk!)**

Second Level | Created by Gordon Mackenzie

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

DCA

Dundee Contemporary Arts

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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>:

Yuck! (Beurk!)

Dir: Loïc Espuche

France 2023 | 13 minutes

In French with English subtitles



Yuck! (Beurk!)

Synopsis:

Beurk! Couples kissing on the mouth are gross. And the worst thing is that you can't miss them. When people are about to kiss, their lips become all pink and shiny. Little Léo laughs at them, just like all the kids at summer camp. But his own lips have begun to sparkle. And Léo really wants to try kissing...

Advisory note:

As the film is set at the beach, both male and female characters are seen in swimwear. One child refers to having seen adults 'doing it', but then clarifies this means lots of kissing. Children call another child a 'perv' and a 'pervy pants' in the subtitles.

Beurk is a funny and sweet short animated film about children exploring their feelings.

Teacher's notes:

The film is subtitled in English, but you can work out the gist of the story without them. This pack is aimed at Primary learners aged 8+. Activities in this pack cover the following Experiences and Outcomes across the curriculum:

- *Languages:* **MLAN 2-07a**
- *Literacy and English:* **ENG 1-30a, 2-30a, 1-31a, 2-31a**
- *Expressive arts:* **EXA 1-01a, 2-01a, 1-03a, 2-03a, 1-19a, 2-19a**



Activity 1: **Onomatopoeia (Modern Languages / Literacy)**

Beurk! is a French film. This means yuck! This is an example of **onomatopoeia** – when a word sounds like the action its describing. Beurk (and yuck) sounds like the sound you make when you’re being sick. Another example in English would be crunch – saying the word aloud sounds like crunching something.

Have a look at these French onomatopoeia words. Can you work out and match up what they’re describing?

- Aie! Psst! The sound of opening a can
- Atchoum! Bang! The sound of a gun firing.
- Glou-glou ! Glug-glug! The sound of a person drinking.
- Pan! Ow! Someone in pain.
- Ron-ron-ron Yum-yum ! Eating sounds.
- Chut! Drip-drop! A drop of water falling.
- Miam-miam! Atchoo! A sneeze.
- Flic-floc Snoring sounds.
- Pschit! Shhhhh! Telling someone to be quiet.

Can you think of any other examples of onomatopoeia in English?

Activity 2: **Discussing the Poster**

Explain to learners that they are going to be watching a short film called Beurk (Yuck). In groups or as a whole class, discuss the following questions:

- What makes you go ‘yuck’?
- What might a film called ‘beurk’ be about?

Show learners the poster for the film (**Appendix 1**). They will now see that the “beurk” of the title refers to kissing. Discuss the following questions:

- What more can you learn about the film from the image on the poster?
- What kind of film do you think it will be – comic/serious, happy/sad?
- What do you think might happen in the film?
- Does the poster make you want to see the film? Why? Or why not?



Activity 3: **Soundtrack (Music)**

The three tracks on the film's soundtrack can be listened to for free here – <https://www.boomplay.com/albums/91447207> to find the artist's page.

Play track one, asking pupils to close their eyes and focus only on the music.

What stands out to them? What do they feel when listening to the music? Does the mood of the music change as the piece goes on?

Discuss what songs or pieces of music you like, and how it makes you feel. This could lead to an activity about listening to different pieces to see how it makes you feel. You could play the following, all freely available on YouTube and all without any singing/words:

- Samuel Barber – Adagio for Strings
- Harry Gregson-Williams – Escape from the Dragon (from the Shrek soundtrack)
- Rimsky-Korsakov – Flight of the Bumblebee
- Ludwig van Beethoven – Moonlight Sonata
- Gustav Holst – Mars
- Aaron Copland – Hoedown
- Franz Schubert – Trout Quintet, 4th Movement

After the film

Activity 4: **Creative Writing**

Play the third track from the *Beurk* soundtrack, linked above. It's the one called *Générique de Fin*.

Instructions for pupils:

Listen to the music and think about how it makes you feel. Use it as the inspiration for a piece of writing.

Either write a short story inspired by the music or write about something that happened to you that this music reminds you of.

If you choose to write a short story, you might want to write about a character where something happens to them that makes them feel a certain way, or you might find the music makes you think of a situation.

If you choose to write about something that happened to you, think about what happened and how you felt.

Activity 6: **Foley Sounds (Drama/Creativity)**

In many films, sound effects are added afterwards, rather than recorded live. Foley artists make these sounds using common household objects. For example, kissing can be added by kissing into the back of your own hand close to a microphone, or a fire can be recorded by scrunching clingfilm.

Think about other sounds we heard when watching *Yuck!* The film has:

- People walking on a solid path
- People walking on gravel
- People using cutlery
- People splashing in a swimming pool
- The sound of waves coming into a beach
- Children going down a waterslide
- Flowers being hit with sticks
- Running on the sand
- Wind rustling leaves
- A tent zipping up

Working in small groups, choose two of these sounds, and think about how you could make these sounds using classroom objects. Use an iPad or other tablet to record these sounds. When everyone is finished, play your sounds to the class and see if people can work out what sound you were trying to make.

Afterwards, think about how your group did. Is there anything you would have done differently?



