

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource Pack: **Shorts for Middle Ones – Crab Day**

Second Level | Created by Sarah McCaulay

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

### **DCA**

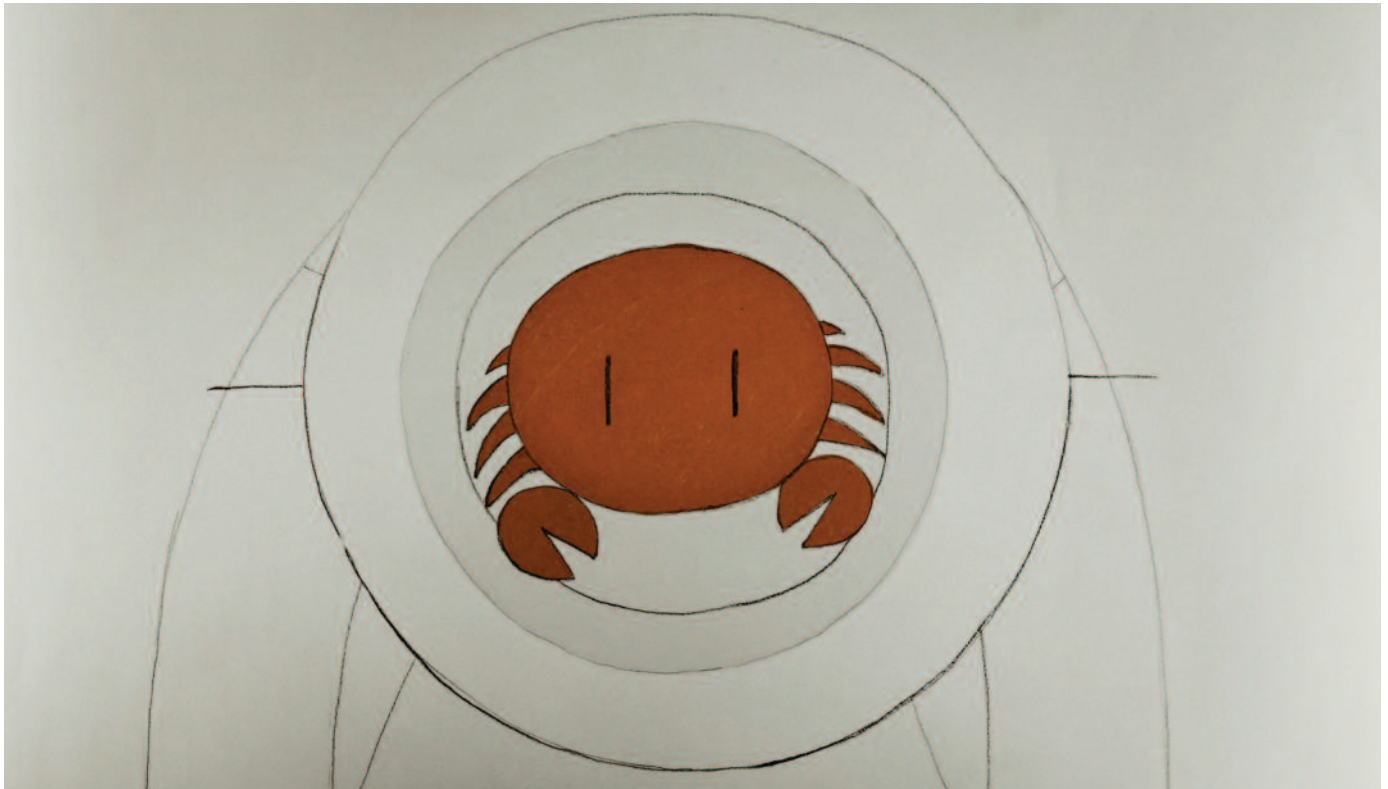
Dundee Contemporary Arts

**DUNDEE**  
ONE CITY, MANY DISCOVERIES



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

© Dundee Contemporary Arts 2024  
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>:

### *Crab Day*

Dir: Ross Stringer

UK 2023 / 8m 55s

# Crab Day

## Synopsis:

As part of a fishing community's annual ritual, a young boy must kill his first crab in order to become a man and gain his father's approval.

---

## Advisory note:

This short film shows crabs being killed. It is done in an animated style where they are effectively cut in half and some black comes out. The crabs themselves are not detailed. While this shouldn't be an issue for the majority of children, you will know if you have any children who would be particularly sensitive to this, and I would advise giving them prior warning beforehand.

---

## Teacher's notes:

This resource pack is predominately aimed at Second Level learners but everything apart from Activity 2 could also be easily adapted to suit First Level Learners. The resource pack contains the following Experiences and Outcomes from a variety of curricular areas including:

- *Literacy (Listening and Talking):* **LIT 2-04**
- *Literacy (Writing):* **ENG 2-27A, LIT 2-28A, ENG 2-31A**
- *Social Studies:* **SOC 2-16c**
- *Expressive arts:* **EXA 2-05a, EXA 2-07a**





## Before watching the film:

### Activity 1: **The trailer**

Watch the trailer. Link: <https://youtu.be/YZij35mmBaw>

Make predictions of what you think will happen in the film. This can be done in a whole class environment. The trailer contains a crab being killed which will allow for any discussions which need to be had with learners relating to the crabs being killed. It shouldn't cause any sensitivities, but this will allow a conversation if any children are affected by it. Discuss first impressions and what genre they think the film will fit into.

---

## After watching the film:

### Activity 2: **Discussion points**

- What did you think about the traditions of the village? Why might they do that in the first place? What could the origins of this tradition be?
  - Discuss how you think some of the main characters could have been feeling at the end of the short film – think about the main character, his dad, the crab and some of the other villagers.
  - Sum up the short film in 10 words or less. Give thinking time to complete this – you could write them on whiteboards. Share with small groups/class.
- 

### Activity 3: **Film Literacy – Visuals**

Think about the visuals of the film. What could you see? Discuss the animation technique. What do you think of the styles of the drawing? What impact did the colours have on the story? Why do you think they chose to create it this way? Visual contrasts are used to make characters/stories/places etc. stand out. What would have changed if the film was just in black and white, or if it had full colour?

Using a black crayon and one coloured crayon – create a piece of artwork using visual contrasts. You could either create a still from your favourite part of *Crab Day*, a self – portrait in the style of the short film or create any other still image thinking about visual contrasts. You should think about what message/story you are trying to tell with your visual contrast.



## Activity 4: **Becoming an Adult/Growing Up**

In *Crab Day*, the villagers become adults when they kill their first crab. Discuss the things which you believe make you an adult – age/job etc. Many cultures/religions have specific events, ceremonies or celebrations associated with becoming an adult. Discuss what they already know – this may be relevant if you have learners from different faiths or if they have knowledge of some of the world religions. You could look at some of these wonderful and varied traditions together – comparing them with what the learners came up with or allow them to research some of them in small groups and feedback to the class.

This website has some ideas for Coming of Age traditions you may wish to use to support learning.  
Link: <https://tinyurl.com/msyt3mfp>

---

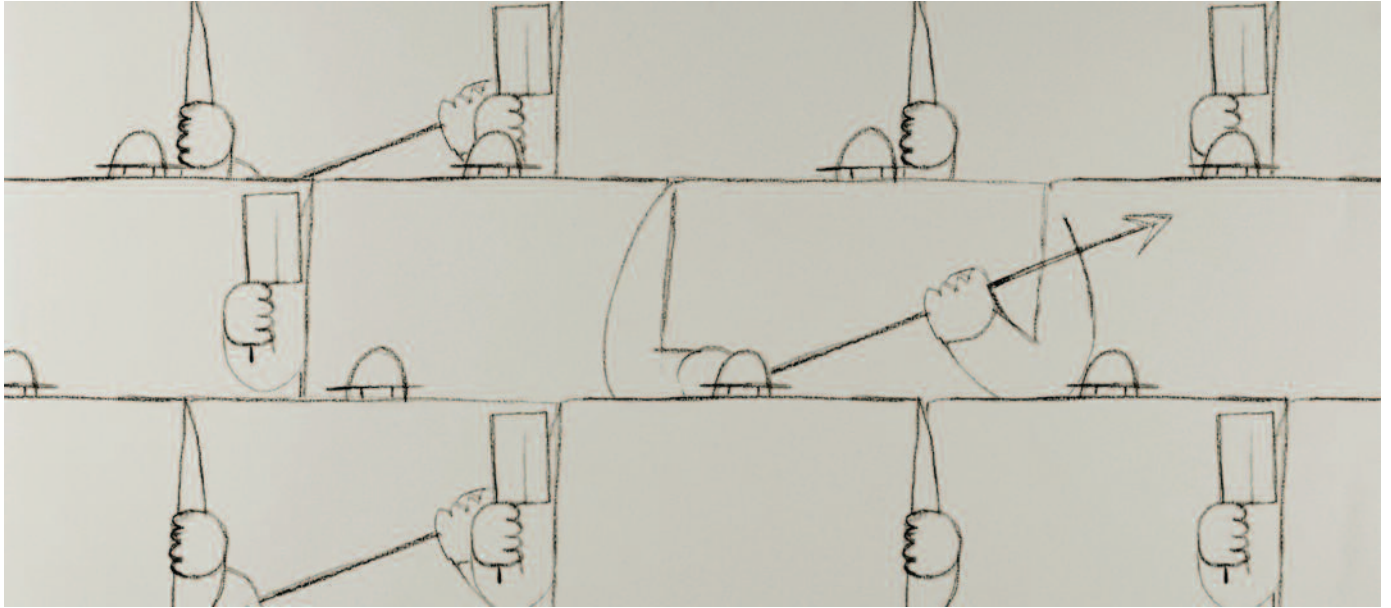
## Activity 5: **What next for the boy and the crab?**

The film ends with the boy leaving the village on the back of the now giant crab. What do you think happens after that? Where do they go? What do they do? Discuss the ideas with a shoulder partner then pick some learners to share with the class.

Create a piece of writing using the text type/form of your choosing. You could write a letter from the boy to his Dad filling him in on what happened after that day. Or you could write a narrative piece, a newspaper article from another village as the boy passes through or create a storyboard. You could link this task to whatever text type you are currently focusing on in class or allow pupil voice to choose their own task.

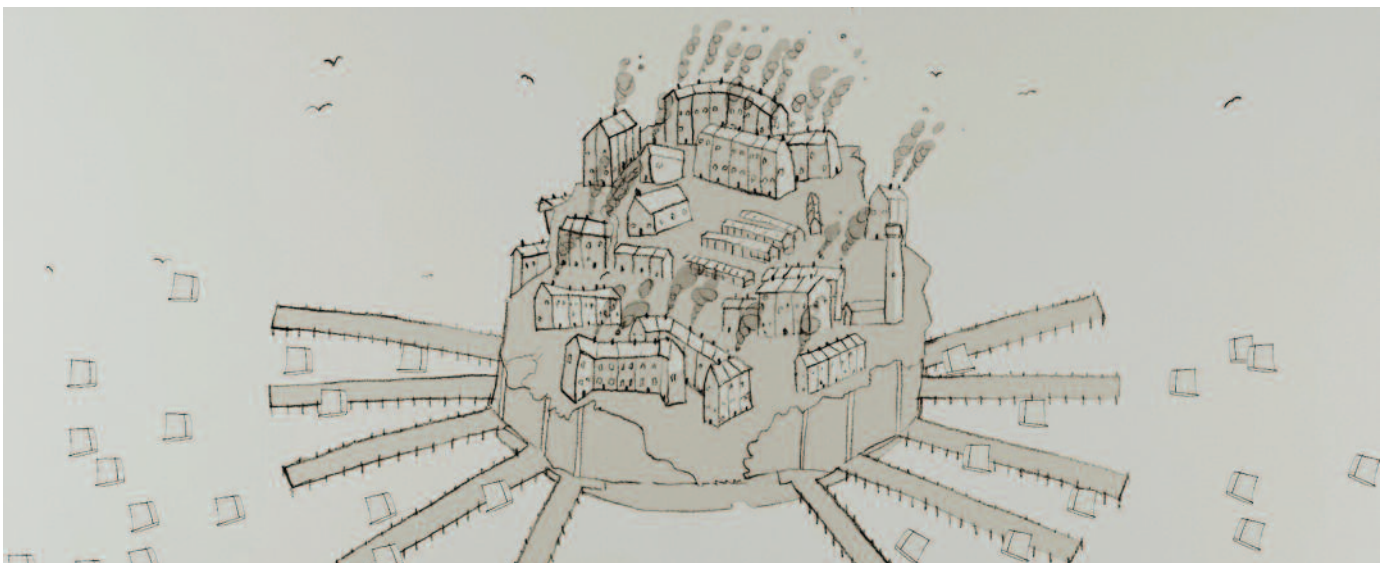






As a teacher, I love using film in the classroom. Crab Day is no exception, due to the wonderful visuals and a story line which is sure to lead itself to deep discussion. Film is such a wonderful tool in the classroom as children always engage very well, due to the level of discussion that can happen after watching a short film. This can help learners produce some fantastic work such as writing and art.

**Sarah McCaulay**  
**Canongate Primary School**





## 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)