

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack:
Nelly Rapp – The Secret of the Black Forest
(Nelly Rapp – Dödens Spegel)

Second Level | Created by Sonia MacEwan

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>:

Nelly Rapp – The Secret of the Black Forest (Nelly Rapp – Dödens Spegel)

Dir: Johan Rosell

Sweden 2022, 1h 35m

Swedish with English subtitles



Nelly Rapp – The Secret of the Black Forest (Nelly Rapp – Dödens Spegel)

Synopsis:

Nelly Rapp is not an ordinary agent, she is a monster agent! An agent who protects humans from monsters and monsters from humans. A talent she inherited from her late mother.

Nelly and her father Lennart are visiting Uncle Hannibal, who is also a monster agent. The only problem is that Lennart has invited his new girlfriend Leila and her son Valle. Could the vacation get any more boring? But once when she arrives at Hannibal's place, Nelly encounters an unsolved mystery. A mystery that takes her, her dog London and Valle on an exciting adventure deep into the Black Forest – a place full of creatures and werewolves – in search of a glimpse of hope to be able to contact those who have passed on.

Nelly Rapp is back with the sequel to *Nelly Rapp – Monster Agent*, which enjoyed great success with audiences and received international recognition with several Guldbagge Awards and a nomination for a Generation Kplus Crystal Bear Award at Berlinale 2021. The *Nelly Rapp* film series is based on Martin Widmark's popular children's books of the same name.

Advisory note:

- Dealing with a parental death and moving on.
- Dealing with a parent developing a new relationship, introducing them and their children.
- Some of the characters they meet in the woods are dead children, unwanted by their parents.
- Mild scariness which some younger pupils might find frightening, mostly around the werewolves.

Teacher's notes:

Target age: 7–12 years

Stage recommendation: P5–7

Key CFE Subjects

Literacy, Art & Design

CFE

Listening & Talking: LIT 2-07a

Writing: LIT 2-20a & LIT 2-28a

Art & Design: EXA 2-04a



Lesson Starter

Look at the poster in **Appendix 1**. This could be printed for pupils to work together in small groups with a copy each or displayed on an interactive whiteboard. Pupils should discuss the questions below, with a partner or in a small group:

1. Who do you think the main character is? Which person in the poster? What makes you think this? What type of person do you think they are – age, personality and background? Why do you think this?
2. Where do you think the film will be set? What type of location and what time period? What makes you think this?
3. What genre of film do you think this might be? What makes you think this?

Discuss the pupil's thoughts as a class.

Now watch the trailer. Link: <https://youtu.be/Pw5tCrAOJGk>

Does this change any of the pupil's thoughts from their poster discussions? Was there any further evidence to support their thoughts?



Discussion Points/Questions

- Why do you think monsters are typically portrayed in films as being bad? Can you think of any examples of films where monsters are not bad?
 - Do you think it would be a good thing if we were able to communicate with the dead? Why?
 - Another possible discussion point would be around the death of someone close to you. This should be explored with caution, depending on the pupils' experiences.
-

Activity 1: **Film Analysis**

The opening scene (up to the film title and opening credits) is a fantastic start to the film which really grabs the viewer's attention and makes them want to keep watching. Pupils should investigate how the director has created this, using the template and images in **Appendix 2**.

Activity 2: **Writing**

Discuss with pupils what they thought of the ending of the film. Nelly very quickly realised that the werewolves were actually the missing people under a curse and the film ended with the realisation that her mum may still be alive.

Do pupils think this was a suitable ending? What did they like and not like about it? What would they have done differently?

Pupils should then rewrite the story ending from when they are in the tunnel and Nelly finds the mirror. They may wish to include another character or a finding that changes the ending in some way.

Younger pupils could storyboard their new version.

Templates for both versions can be found in **Appendix 3**.

Activity 3: **Art**

Pupils should create a new creature for the forest. They should draw their new creature in detail using a labelled diagram. They could do this in pencil then go over it with a black handwriting pen, paying close attention to detail. They should then write a detailed description about how their character will change the story.

The creatures that are mentioned in the film come from a form of folklore. The activity could begin with a discussion about what folklore is. Pupils could then investigate the creatures from the film and find out about another creature from folklore. They may wish to base their own character on the one they find out about. There is a template for their research in **Appendix 4**. There is a definition for the creatures mentioned in the film in the **Useful Glossaries and Facts** section. There are also suggested websites in the **Useful websites** section.



Any Useful Websites

- **Britannica Kids** <https://tinyurl.com/3zd5tzz6>
- **Kiddle** <https://kids.kiddle.co/Folklore>
- **Wordsmyth** <https://tinyurl.com/3bsz7a94>
- **BBC Bitesize** <https://tinyurl.com/zx6fuc66>

Video Explanations:

- **Study.com** <https://tinyurl.com/mvsdpnph>
 - **What is a Folktale? (YouTube)** <https://tinyurl.com/5enzkwfp>
-

Any Useful Glossaries Or Facts

Creatures In The Forest:

- **The Lantern Man:** according to The Fens of East Anglia folklore, an atmospheric ghost light believed to be evil spirits who attempt to draw victims to their death in the reed beds. In the film, he is a being with a lantern who guards the forest.
- **Mylings:** in Scandinavian folklore, a myling came into existence when a child was unwanted and therefore killed by its mother. It could be heard singing in the night, revealing the mother's crime. They were forced to roam the earth until they could persuade someone to bury them properly.
- **Elves:** when we think of 'elves' we probably think of Christmas! However, in German folklore they were a type of humanoid supernatural being who were capable of either helping or hindering people. In Scotland and Scandinavia elves were thought of as magically powerful people living, usually invisibly, alongside humans and causing illness.
- **Ghost Lights:** lights which move around in the environment and are actually wandering spirits of the dead. The character 'Willo the Wisp' from the famous 1980s children's cartoon series of the same name was also a ghost light.
- **Trolls:** beings from Nordic folklore which lived in isolated areas of rocks, mountains or caves and lived together in small family units. In later Scandinavian folklore, they were considered dangerous to humans. Most recently, they were portrayed as colourful, joyful characters in the series of films Trolls.
- **Werewolves:** an individual who can change into a wolf-like creature, often after being placed under a curse, when there is a full moon.

I enjoy using film in the classroom to engage and motivate pupils. Film as an alternative form of text to written, can be more widely appealing and eliminates the barriers formed for less able readers, allowing a wider audience to access comprehension & analysis activities in English and across the curriculum. It helps to develop pupils' understanding of inference using verbal clues, which can then be translated to written clues in traditional texts.

Nelly Rapp and the Secret of the Black Forest is a fantastic film that is, in parts, scary, but a lot of the scariness is reduced through colour, music and some humour. The theme of dealing with the death of a parent and the other parent 'moving on' by introducing a new partner and their family is one which I have not explored in the activities as this would need to be approached in a sensitive way depending on the backgrounds and experiences of the pupils in each class. It could be used however, to promote discussion, perhaps in circle time or small group discussion activities.

Sonia MacEwan

Arbroath High School

Linked Resources

This is the second *Nelly Rapp* film. The first film was *Nelly Rapp: Monster Agent* (2020). The free resource pack for this title is available at dca.org.uk/discovery-film-festival-resources.



Appendix 1



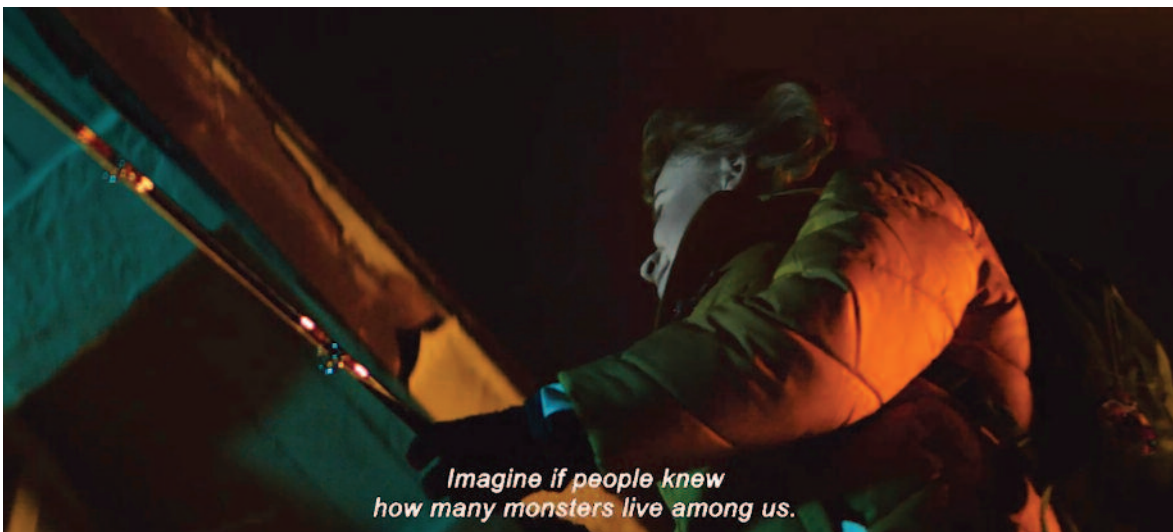
Appendix 2

<p>Colour: Why do you think Nelly has a bright yellow jacket?</p> <p>Do you think the scene would have had a different effect if it was black & white?</p>	<p>Character: The scene changes through various emotions.</p> <p>Comment on how Nelly feels when chasing the monsters and how you know.</p> <p>Then comment on how Nelly feels when she mentions that 'We would've made a great team'. How do you know? See Image 7.</p>	<p>Character: What effect does the opening shot with the moon then the bats flying past it have? See Image 1.</p> <p>Why do you think the camera is moving at the opening shots, following the bats? What effect does this have? See Image 2 for an example.</p> <p>There are several close up shots during the scene. Examples are shown in Images 3–5. What effect does this have?</p> <p>There are several low level shots in the scene. What effect do these have? See Image 6.</p>
<p>Story: What information do we get about the story from the opening scene? How effective do you think this is?</p>	<p>Setting: Imagine the scene was shot in a different setting. This can be anywhere you like.</p> <p>Draw your setting in detail and/or give a detailed description about it. Explain the effect this would have on the scene.</p>	<p>Sound: There are several emotions in the opening scene.</p> <p>Explain the effect that sound has in portraying the emotions.</p>

Appendix 2



Appendix 2



Appendix 2



Appendix 3

**Nelly Rapp and The Secret of The Black Forest
Alternative Ending Plan:**

Remember: you are continuing the story from when Nelly is in the tunnel,
finds the mirror and the werewolves are awakening.

**The Characters –
will you introduce
anyone new?**

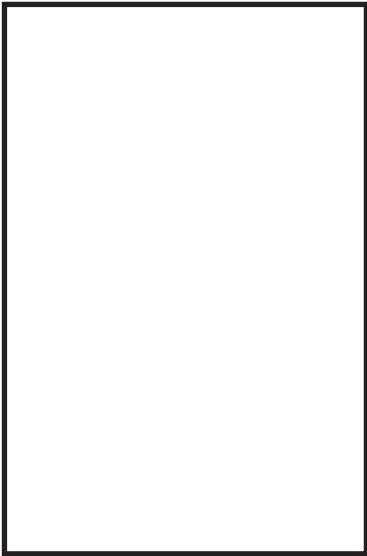
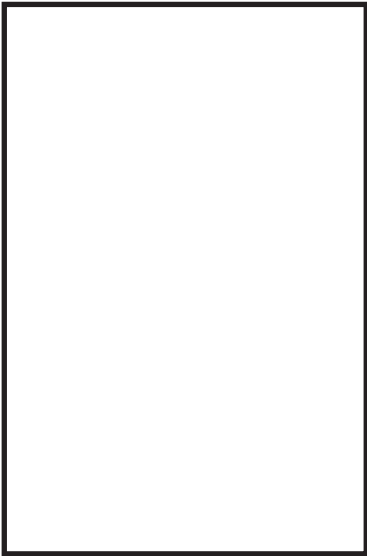
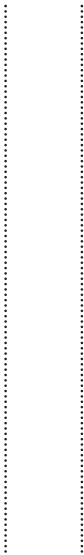
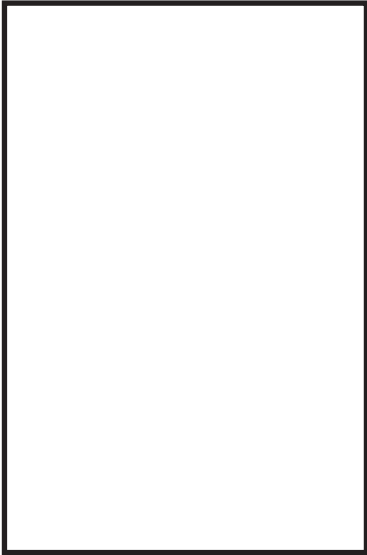
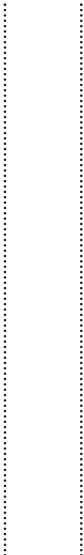
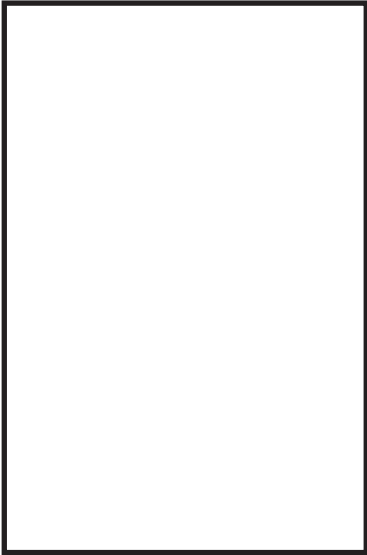
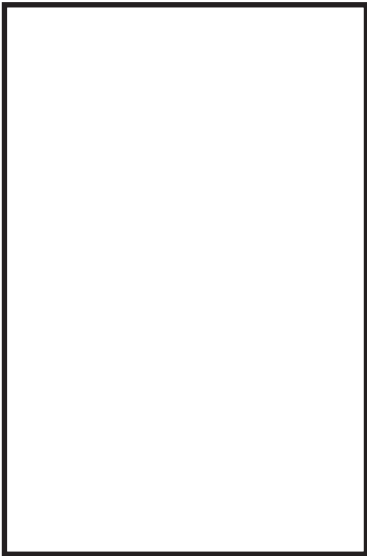
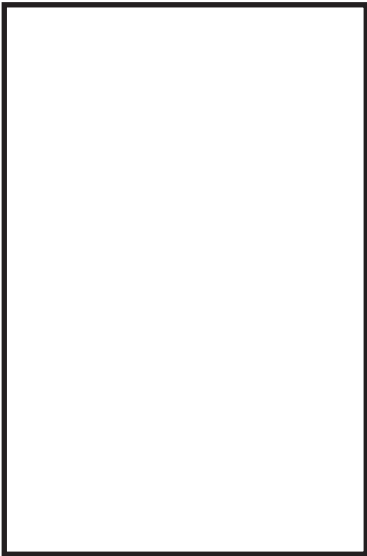
**What will happen
first?**

**What will happen
next?**

**How will the story
finish – what will
be your new
ending?**



Appendix 3



Appendix 4

Creature	Originated	What It Was	How It Was Developed
The Lantern Man			
Mylings			
Elves			
Ghost Lights			
Trolls			
Werewolves			
The other folklore creature I found:			



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