

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival for Young Audiences



## Teacher's Resource: Alfie the Little Werewolf

CfE Levels 1 and 2 ( 7+ years)

Created by Ian Cameron

Discovery Film Festival: Sat 20 October - Sun 4 November 2012  
[discoveryfilmfestival.org.uk](http://discoveryfilmfestival.org.uk)

# DCA

Dundee Contemporary Arts

  
EUROPA CINEMAS  
MEDIA-PROGRAMME OF THE EUROPEAN UNION

*Year of Creative  
Scotland 2012*

© Dundee Contemporary Arts 2012

With support from DCA Cinema and DCA Community & Education Team




## Introduction

A trip to the cinema is a very special event for any child.

The excitement and magical feel of the huge darkened auditorium creates both a highly stimulating yet relaxed learning platform. Taking your class to Discovery Film Festival at DCA is an excellent way to open up the world of moving image education whilst training children to conduct themselves in an appropriate manner and be respectful participants in this setting. Visiting the site [movingimageeducation.org](http://movingimageeducation.org) will also play a vital part in how you use film to develop excellence in your classroom.

- Gill Paton  
English Department, Harris Academy, Dundee



Discovery Learning Resources have been created by classroom teachers and education professionals. Each resource aims to:

- support and extend working with film in the classroom
- help prepare for and extend the impact of a class visit to a Discovery Film Festival film
- develop confidence in Moving Image Education approaches and working with 21st Century Literacy/moving image texts

Resources are free and available to download from [discoveryfilmfestival.org.uk/resources](http://discoveryfilmfestival.org.uk/resources) or via the Discovery Film Festival area on GLOW, which can be found within the Dundee 21st Century Literacy Group.

We do hope that you find this useful and enjoy your cinema experience with us,

- Discovery Film Festival team





## Synopsis

Dir. Joram Lürsen  
2011 Netherlands 1h35m

This film is an adaptation from a series of children's story books of the same name. The books were originally Dutch texts, but are also available to buy in English.

Alfie, the main character of the story, is an adopted seven year old boy. He lives with a loving family after being left on their step when he was a baby. On the night of his seventh birthday his past starts to catch up with him as he discovers he is actually a werewolf, with a taste for the chickens next door. The only person he feels he can confide in is his adoptive brother, Timmie. The film follows their attempts to hide the fact that he is indeed a werewolf from his parents and everyone else, but as every full moon passes this becomes harder and harder.

*Alfie the Little Werewolf* centres on the themes of growing up and of accepting and celebrating individualism. Alfie's fears of not being accepted and being outcast from his family drive the film forward, but also encourage the audience to contemplate what makes each of us different and special.

This film is directed by Dutch film and TV director Joram Lürsen. Lürsen has written and directed for many TV shows and films in his native Netherlands including the Dutch *Sesame Street*, the film *Love is All* in 2007 and it's soon to be released sequel *Family is All* currently in post production. His awards for film making include a Mention de Qualite at the French Oscars (*De finales*), a Golden Film Award (*in Orange*) and a Diamond Film Award (*Love is All*).

The film is in Dutch with English subtitles.

Main themes:

- Celebrating differences
- Recognising talents
- Growing up/Changes
- Feeling alone
- Bullying



## Before your visit to the cinema

### Activity 1: Using the trailer

Access to an interactive whiteboard and the internet is required for this activity.

1. Watch the Dutch trailer at either of these sites

*Alfie the Little Werewolf Trailer* (English Subtitles) [tinyurl.com/cmhhtkc](https://tinyurl.com/cmhhtkc)

Official website for the film [dolfjeweerwolfjedefilm.nl/](http://dolfjeweerwolfjedefilm.nl/)

2. Discussion points: “What do you think the film will be about?”, “What language do you think it is?”, “What makes you think that?”, “Are there any words you recognise?”

3. Watch the first 37 seconds of the trailer again and then pause. Ask the children to describe the feel/mood of the trailer up to this point. This can be done individually or with learning partners. Now watch the rest of the trailer. Ask the pupils how the mood/feel of the trailer changes? What has been done to create this change? If the children have done a lot of Moving Image Education then this can be done with one viewing. If not, then repeat this activity twice, once with no visuals (with the screen turned off) to listen to the music and sounds, and once with the visuals but the sound turned down to focus on the changes in colour. This will allow the pupils to focus on one aspect at a time.

*I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a*

*I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a*





## Activity 2: Accessing Prior Knowledge

1. Working in pairs (learning partners), small groups or as a whole class, ask pupils to think of any films or stories they have experienced that involve wolves or werewolves. Some examples might include: *Scooby Doo*, *Little Red Riding Hood*, *The Three Little Pigs*, *White Fang*, *Peter and the Wolf*, *The Wolf's Story: What Really Happened to Little Red Riding Hood*, *The True Story of the Three Little Pigs*, *The Three Little Wolves and the Big Bad Pig*, *Van Helsing*, *Harry Potter and the Prisoner of Azkaban* etc.
2. Ask the groups to colour code their stories, a green tick beside the stories where the wolf/ werewolf is good and a red tick beside the ones where it is out to do some mischief.
3. Steps 1 and 2 can be repeated for stories where the main character is an orphan or looked after by someone other than their parents. Some examples may be: *Annie*, *Harry Potter*, *Oliver*, *Heidi*, *Stuart Little*, *Star Wars*, *Jungle Book*, *Spiderman*, *Cinderella* and *Snow White*. Again these can be split into two categories, loving carers or nasty carers and colour coded appropriately.
4. As an extension pupils can display all their ideas in a mindmap.

*I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. LIT 1-13a*

*I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. LIT 2-13a*





## After your visit to the cinema

### Activity 1: Compare and Contrast

1. Recap on the opening of the film with the pupils. “How did it start?”, “What important things happened to Alfie in the first half of the film?”, “When did we find out he was a werewolf?”
2. Read the first chapter of the *Alfie the Little Werewolf* book “Birthday Surprise”. This is the first book in the series and is available to read at [amazon.co.uk](https://www.amazon.co.uk) using the look inside preview if you do not have access to the paperback.
3. In small groups ask the children to note down/discuss the main differences they noticed between the two texts (film and the book) and the main similarities. This may be easier if they have a copy of the text in front of them. The first chapter of the book can be photocopied without infringing copyright, or the pages can be copied from the Amazon website using Ctrl+Print Screen and pasted into a MS Word or Publisher document.

*I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. LIT 1-13a*

*I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. LIT 2-13a*

Celebrating differences and acknowledging individual skills and talents are the main themes of the film. The following activities will help pupils investigate these. The over-arching Outcomes for these activities are outlined below. Each activity also has specific Outcomes where appropriate.

*To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. LIT 1-16a*

*To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a*





## Activity 2: Investigating the Main Themes (1) – Creating the context

1. Ask the pupils to discuss with a partner what talents they have.
2. Pupils should mind map what makes them special. This may include particular talents and skills. Encourage pupils to think of the different categories of skills i.e. physical skills, personal/social skills, artistic skills, thinking skills or creative skills. These will form the structure of the mind map.

*Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. HWB 1-19a*

*Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. HWB 2-19a*

## Activity 3: Investigating the Main Themes (2) – Using Close ups

This activity requires access to the film.

1. Invite the pupils to share experiences of their birthday parties and how they feel during a birthday party.
2. Watch the scene of Alfie's birthday party again (20:24 – 22:14).
3. Ask the pupils to make a record of how many times a close-up of Alfie is used during this scene. Discuss what this tells us about how Alfie is feeling at this point in the film.
4. Watch the clip again. Ask the children this time to concentrate on the sounds during this scene. Ask the children to discuss how this is used to let us know that Alfie does not feel part of the family or the celebrations.

*I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. LIT 1-13a*

*I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. LIT 2-13a*



.....

#### Activity 4: Investigating the Main Themes (3) – The Father

This activity will benefit from access to the film but could be completed without.

1. The father is one of the key figures in personifying the main themes. Ask the children to remember each of the times that the father is used to celebrate being different.

- Dressed in an apron making dinner.
- Wearing the birthday hat at school.
- Wearing a dressing gown on the morning of Alfie's birthday
- Wearing a blue hat when making the bird costume.
- Fixing the sink while wearing a female swimming costume.

2. Discuss a time when, like Alfie, they felt different from everyone else or have done something that other people have not. How did they feel? Would they do it differently if they could do it again?

3. Use this discussion to plan and complete personal writing about a time where the pupil was proud to stand out from the crowd and/or an advert/poster about what makes them different and special.

*Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. HWB 1-19a*

*Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. HWB 2-19a*

*I can describe and share my experiences and how they made me feel. ENG 1-30a*

*As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel. ENG 2-30a*





## Activity 5: Investigating the Main Themes(3) – The School Show

The school show is *Peter and the Wolf*. Although this has a very obvious connection to Werewolves, there is also a more subtle link to the underlying theme. Each of the characters in Prokofiev's composition has their own signature tune and instrument associated with it. Each instrument is special in its own right and plays an important part in the whole story. Without the instrument sounding different and standing out from the crowd the music would not be as interesting.

1. Listen to the narrated version of *Peter and the Wolf* (David Bowie) at [youtube.com/watch?v=kpoizq-jjxs](https://www.youtube.com/watch?v=kpoizq-jjxs) - this introduces the instruments used for each character. There are various different versions (some more visual) to choose from in the "Other Useful Links" section.
2. Ask the pupils to write down the names of each of the *Peter and the Wolf* characters in a jotter. Beside each of the names they should work in pairs or small groups to come up with words that describe the sounds. A word bank on the wall or board may help, these might include: light, heavy, solid, floating, tinkling, grumpy, frightening, aggressive, fast, sneaky, waddling, lumbering, sharp, bright, jumpy, load, roaring, cold, uplifting etc.
3. The pupils should now listen to the music all the way through and put a tick each time they hear the character's signature tune and instrument. "How hard was it to pick out the signature instruments?"
4. Beside each of the names they should work in pairs or small groups to come up with words that describe the sounds.
5. Discuss the importance of the use of this in the film as stated above, "Why has the director chosen to use this piece of music?", "What does this piece of music say about the characters in the film?", "Is music in film important, if so why, what does it do?", "What would be the effect if the director cut the music at a certain point?"
6. The children should now go on to create a signature sound for each of the main characters in the film. Each character should have their own sound or instrument reflecting their personality. Alfie might have two, one for when he is a boy, and one for when he is a werewolf.
7. The pupils can now use these sounds to create a sound story for a scene in the film.

*Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.* **EXA 1-18a, EXA 2-18a**

*I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.* **EXA 1-19a, EXA 2-18a**



## Activity 6: Story Starters

1. Use the first chapter of the Amazon Look inside preview for *Alfie the Little Werewolf* book *Silvertooth*. Read up until "...Suddenly the man turned his head towards the shed..."
2. Ask the pupils to use the knowledge they have from watching the film to come up with possibilities of who this man might be and what might happen next.
3. Use this chapter as a story starter and ask the pupils to write the next part to this chapter or continue the story further.

*By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-26a*

*By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a*

## Art Activities

### Activity 1: Ripped paper werewolf mask

Learning Intention - to be able to create texture

You will require: Glue (PVA), coloured paper, string, sellotape

1. Print off and photocopy the "Making a Wolf Mask" link in the Useful Web Links section.
2. Using a selection of brown, white, grey or black paper ask the pupils to rip the paper into small thin strips (approx 4-5cm long). If the paper does not rip easily in strips then turning it by 90 degrees and then ripping should allow the pupils to rip with the grain of the paper and produce neater strips.
3. Apply the strips in layers to the mask to create the wolf's fur, starting with the bottom of the mask and working their way up to the ears and the forehead. Remind them to not cover the eyes as this will make it more difficult to cut out.
4. Allow to dry before cutting eyeholes and holes for the string. Applying sellotape across where the string holes are to be cut will help strengthen the mask.

*I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a*

*I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a*





## Literacy / RME Activity: being left out

### Activity 2: Making Bricks

Learning Intention - to be able to combine media for a specific task  
 You will require: Glue (PVA), sand/sawdust, cardboard, red/brown/grey paint

1. Watch the set building sequence on the *Alfie the Little Werewolf* Official Website. When on the site click on “Videos” at the top right of the page. Then from the choice of videos select the video of the house.
2. After watching, discuss how the crew made the house look real. What aspects of the set were “faked” and which used real-world elements.
3. Children can then make bricks for Alfie’s house.
  - Cut out 10cm x 15cm “bricks” from the cardboard.
  - Children can experiment with mixing sand or sawdust together with the paint and some PVA glue. “Which makes the best brick texture?”, “Which colour is best?”
  - When the decision is made about which brick mixture is the best the cardboard bricks should be painted.
  - The finished bricks can be used to create Alfie’s house for a wall display. Branches and twigs should be used as trees, replicating the process the set designers used.

*I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a*

*I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a*





---

## Useful Web Links and Resources

These sites have been selected to support delivery of the activities in this pack:

*Alfie the Little Werewolf* Trailer (Dutch) - [tinyurl.com/bl8q2uv](https://tinyurl.com/bl8q2uv)

*Alfie the Little Werewolf* Trailer (English Subtitles) - [tinyurl.com/cmhhtkc](https://tinyurl.com/cmhhtkc)

Official Website for the film - [dolfjeweewolfjedefilm.nl](https://dolfjeweewolfjedefilm.nl)

Facts and Teaching ideas about Wolves (US) - [tinyurl.com/y2veqps](https://tinyurl.com/y2veqps)

Making a Wolf Mask - [tinyurl.com/ckam22t](https://tinyurl.com/ckam22t)

Press Release Information - [tinyurl.com/c46l5xh](https://tinyurl.com/c46l5xh)

List of camera shots - [mediacollege.com/video/shots/](https://mediacollege.com/video/shots/)

David Bowie narrating *Peter and the Wolf* - [tinyurl.com/d7d324](https://tinyurl.com/d7d324)

Boris Karloff narrating *Peter and the Wolf* - [tinyurl.com/bvd67bz](https://tinyurl.com/bvd67bz)

Stephen Lang telling the story of *Peter and the Wolf* (1) - [tinyurl.com/cwk3c3f](https://tinyurl.com/cwk3c3f)

Stephen Lang telling the story of *Peter and the Wolf* (2) - [tinyurl.com/bmgul7m](https://tinyurl.com/bmgul7m)

Camille Saint-Saëns *Carnival of the Animals*, Aviary - [tinyurl.com/c3rlut7](https://tinyurl.com/c3rlut7)





---

## Send us some feedback

We are very keen to hear feedback from you, and welcome film reviews, entries to the Discovery review writing competition, letters from pupils or documentation of class work.

E-mail them to [discovery@dca.org.uk](mailto:discovery@dca.org.uk)  
or post them to **Discovery Film Festival, DCA, 152 Nethergate, DD1 4DY**