

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource: Zip and Zap and the Marble Gang (Zipi y Zape y el club de la canica)

For Level 2

Created by Helen Appleyard

Discovery Film Festival: Sat 25 October – Sun 9 November 2014

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

**DCA**

Dundee Contemporary Arts

  
**EUROPA CINEMAS**  
MEDIA-PROGRAMME OF THE EUROPEAN UNION

**DUNDEE**  
ONE CITY, MANY DISCOVERIES

  
CREATIVE LAND

ALBA | CHRUTHACHAIL

© Dundee Contemporary Arts 2014

With support from DCA Cinema and DCA Community & Education Team



## 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 [www.discoveryfilmfestival.org.uk/resources](http://www.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**



---

## Zip and Zap and the Marble Gang (Zipi y Zape y el club de la canica)

Dir. Óskar Santos  
Spain / 2013 / 1h32m

### Synopsis

Two of Spain's favourite comic strip characters Zip and Zap come to life in this exciting adventure film.

Zip and Zap had been expecting to be enjoying their summer holidays, however after being caught stealing exam questions they are sent to a summer school to be re-educated. When they arrive they realise that this summer is not going to be any fun. The head of the school is a one-eyed, patch-wearing Falconetti whose motto is 'no play is allowed' who, along with his chief security guard, runs the school with strict discipline. Fun is absolutely forbidden, and the suspicious Falconetti and his security guards seem to watch the boys' every move. Zip and Zap make friends (and enemies) quickly, and together with new friends Filo, Micro and eventually Matilde (Falconetti's niece) they form 'The Marble Gang' and wreak havoc around the school by creating mischief and playing pranks whilst everyone sleeps.

During one of their night time excursions they discover Falconetti is hiding a mysterious secret – one begging to be solved. After stealing a look at the map and deciphering its pictures and riddles, the gang embark on a race against time through the labyrinth in the castle walls to uncover a mysterious truth that is hidden in the school, expose Falconetti and live the most exciting adventure of their lives.

Inventive obstacles paired with a cute, charismatic lead cast result in an entertaining and visual feast to delight children and adults alike.





---

## Curriculum for Excellence Subjects / Themes

The main focus of this film is Friendship and Bullying.

The film can be used to discuss finding courage and overcoming obstacles in difficult situations.

It is a useful tool through which to explore film literacy, develop creativity, numeracy and stimulate writing.

## Underlying Themes

The film explores themes of courage through adversity, friendship, and overcoming bullying.

## Advisory Note

There are one or two incidents of mild swearing - *crap* and *pooh*. There are a few further occurrences of stronger swear words, a\*\*face and a\*\*hole; these are only used two or three times throughout the whole film.

The film also encourages children to play pranks, some of which have uncomfortable and unfortunate consequences for the teachers and pupils.

Teachers should be aware of this and discuss these aspects with their class in advance of their visit.



## Before the film

- Watch the trailer at: <http://youtu.be/BAwQUIK1t2Q> with your class. Pause the trailer when a character first appears and ask pupils to discuss what they expect from these characters and their roles in the film. Ask the class to predict the story. At this stage, allow the children to make their own judgements, but try not to give any of the story away.
- Show the poster to the class (a variety of larger images can be found online). Can they make any other predictions? Are there any other clues to the story or setting?
- The children can use the worksheet (appendix 1) to identify clues and record their predictions and they can then use this sheet to discuss their predictions after the film. This could be done individually or in groups.



61

DONOSTIA ZINEMALDIA  
FESTIVAL DE SAN SEBASTIAN  
INTERNATIONAL FILM FESTIVAL

tiff. toronto  
international  
film festival

OFFICIAL SELECTION 2013

**BREAK THE RULES  
JOIN THE GANG**

# ZIP & ZAP

AND THE MARBLE GANG

Produced by ... Directed by ... Cast: ...

Facebook.com/zipizapelapelicula @zipizapelapeli





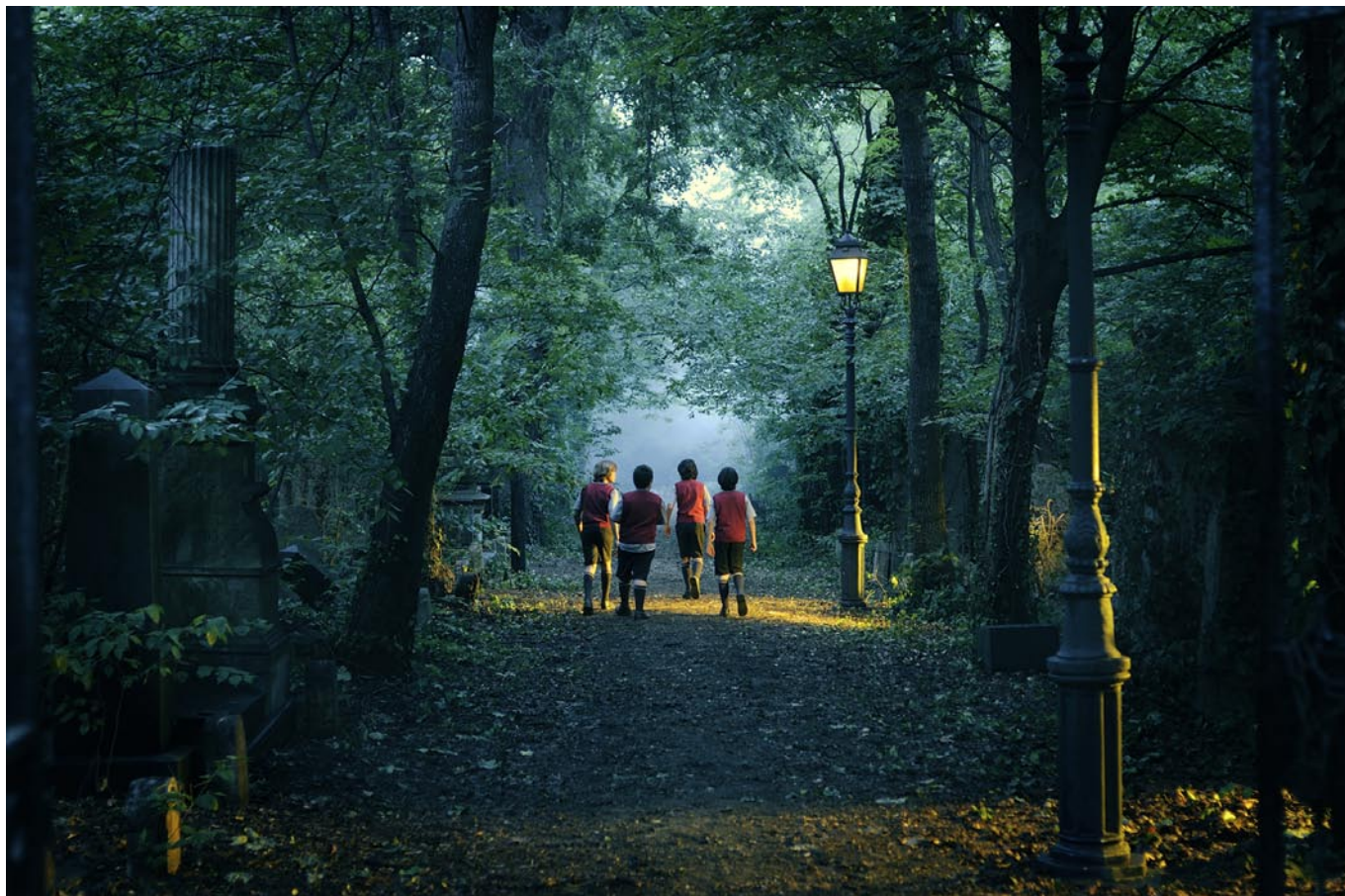


## Discussion Questions

- Discuss the two main characters Zip, Zap, they are twins what are the main differences between them?
- Think about the head of the school Falconetti what sort of character do they think he is, why? How has the director created a strong character (think about voice, appearance and use of camera angles)
- What do the class think might happen at a Re-education centre?
- What genre of film do they think this film is? (comedy, adventure)
- Where is the film set?
- Where do they think the marbles come into the story?
- Discuss what language is being used in the film (Spanish) and that they will have to read the subtitles during the film.

*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**



## Visual Detectives (Film)

Encourage the children to remember details about different characters in the film while watching the main feature:

- Before watching the film split the class into smaller groups and ask them to be visual detectives during the film, looking particularly at the development of the main characters Zip, Zap, Filo, Micro, Matilde, Falconetti and his guard throughout the film and how their character changes and develops.

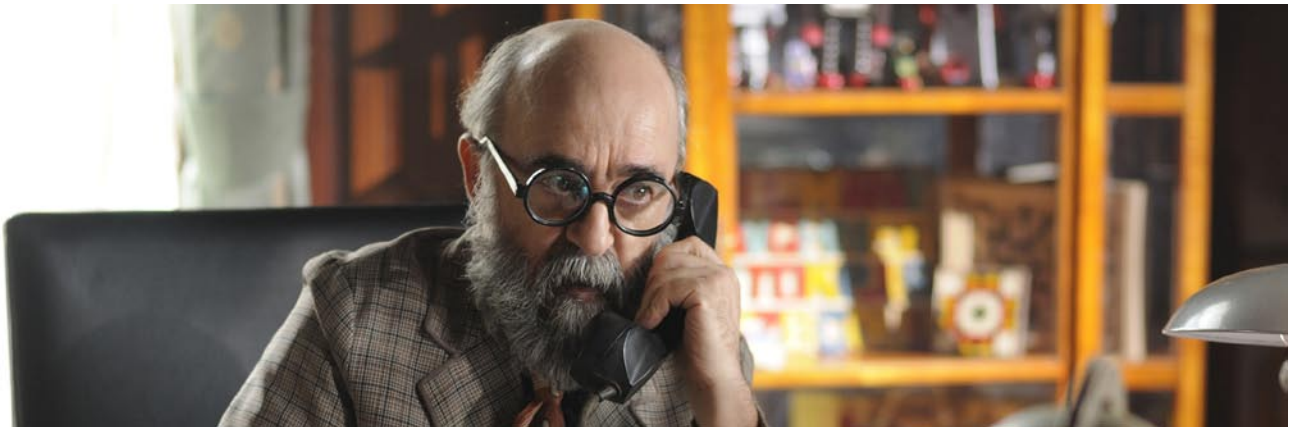
*I can discuss structure, characterisation and/or setting and the features appropriate to genre.*

### **ENG 2-19a**

*When listening and talking with others for different purposes, I can:*

- *share information, experiences and opinions*
- *explain processes and ideas*
- *identify issues raised and summarise main points or findings*
- *clarify points by asking questions or by asking others to say more.* **LIT 2-09a**





## After the film

### Activity 1

Using their partly completed sheet from Appendix 1, ask the children to discuss and analyse their predictions on their sheets, what did they get right / wrong?

### Activity 2

When analysing film it is good to look at the three Cs and three Ss - Story, Setting, Sound, Colour, Character and Camera - as these are a good way to generate discussion and get your pupils understanding the rich text of film.

### Literacy through Film - Character

- Using the outline in Appendix 2, add writing to describe anything known about the character. Inside the outline could be words that describe the true character - outside the outline words to describe what other people think of them. Compare information about the same character with other groups.
- Use 'hot seating' to ask a character questions with one pupil taking on the role of the character, and the rest of the class asking the questions.

Example questions for Falconetti:

*Why don't you like toys?*

*If you don't like children why are you in charge of a school?*

- Write a personal account of the events from a character's point of view in the first person. This could be in the form of a diary or, if a child, a letter home to your parents asking them to take you out of the school.

- I can:*
- *discuss structure, characterisation and / or setting*
  - *recognise the relevance of the writer's theme and how this relates to my own and others' experiences*
  - *discuss the writer's style and other features appropriate to genre. **ENG 2-19a***







---

#### Activity 4

Zip and Zap is based on two Spanish cartoon characters who were originally created in 1946 but have since been brought up to date and are still shown on Spanish TV.

An English language episode can be found at the following link.

Watch a cartoon version of Zip and Zap here:

<http://www.youtube.com/watch?v=8Sei7mEaURo&list=PLE25FB5C3A96D5F28&feature=share&index=3>

#### Advisory Note

Please watch the cartoon before showing to your children as some of the jokes don't appear to work well in the English translation and they do use some toilet humour which you may not feel is appropriate for your children. In which case it might be appropriate to just watch a clip of the cartoon.

Ask the children to compare the original cartoon characters with their film versions, what are the similarities and differences.

# Zipi y Zape



## Activity 5

Discuss with the children how they can create their own comic strip for the a scene in the film by either using a template; blank comic templates can be found at this link:

<http://www.teachingideas.co.uk/paperbank/art.htm>

Or they create part of the adventure film in a cartoon version using software such as comic life.

*I enhance my learning by applying my ICT skills in different learning contexts across the curriculum. TCH 3-04a*

*Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 2-05a*





---

## Follow up

### Comparisons to Other Films

Does this film remind you of anything you have read / seen / heard / watched before?

There are similarities in this film with other well-known adventure films where the main characters have to overcome personal fears and challenges suited to their abilities and solve puzzles to reach their goal. For example, in the original Harry Potter film *Harry Potter and the Philosopher's Stone*, Harry, Hermione and Ron use their particular talents to get through the traps left by the teachers before reaching the Philosopher's Stone.

Discuss this and other similar genre of films such as *Indiana Jones and the Last Crusade*, watch clips from the puzzle solving scenes in these films and compare them to the ones in *Zip and Zap* and *The Marble Gang*. How are they similar? How are they different?

This activity could lead into children writing their own adventure stories.



.....

## Evaluating this resource

We hope that you found this resource useful and appropriate.

Please do send us film reviews, letters from your pupils, documentation of classwork and your feedback by e-mailing [mike.tait@dca.org.uk](mailto:mike.tait@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 [sarah.derrick@dca.org.uk](mailto:sarah.derrick@dca.org.uk)





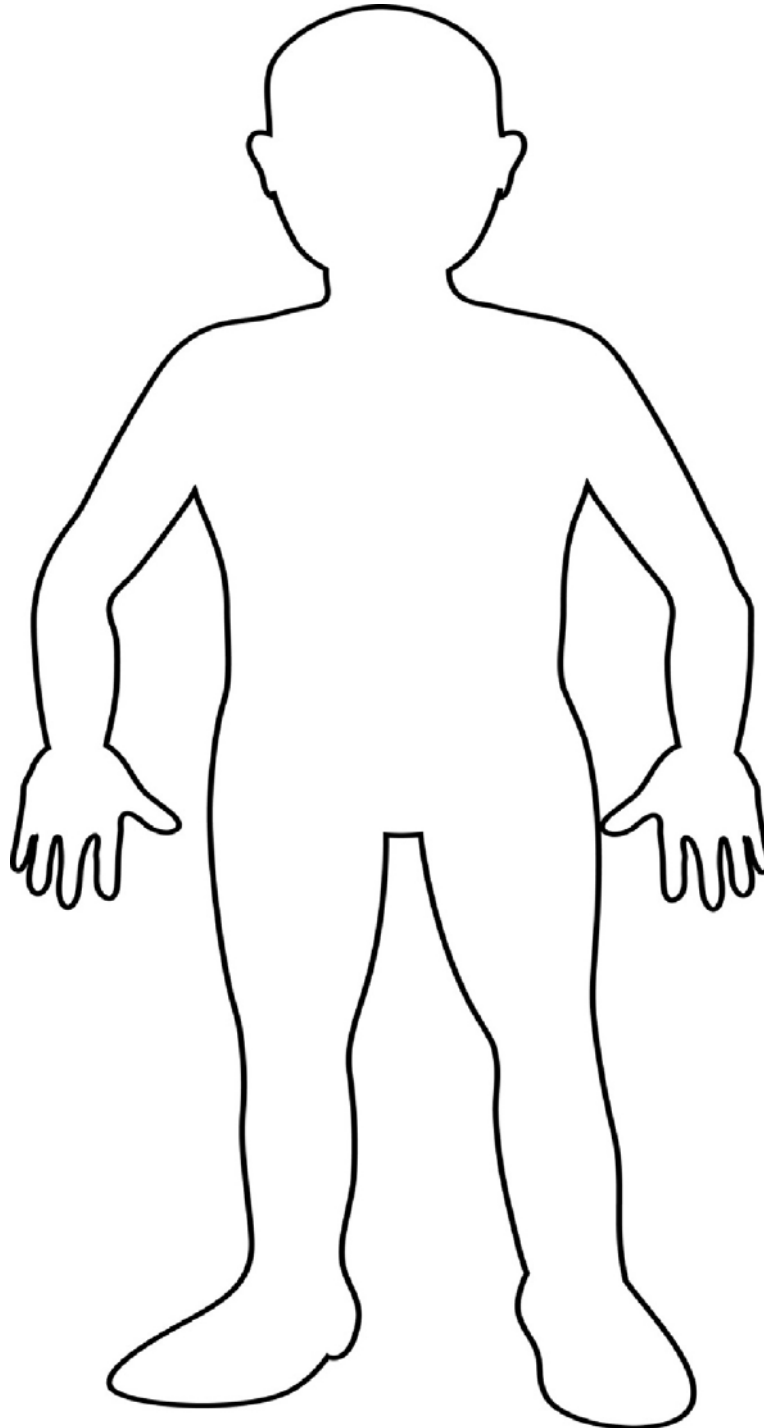
## Appendix 1 - Using visual clues to make predictions

Prediction	Clues	1. Were you right? 2. What's your evidence?



## Appendix 2 - Character Thumbnail

Who am I? \_\_\_\_\_



**Write inside the character their appearance and what they are like.  
Outside the character write what other characters think of them.**