



Robin Robin

STUDY GUIDE

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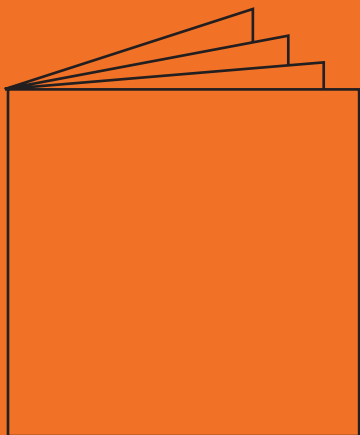






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About the Film

Share in the adventures of an adorable, fuzzy, felt created animal family made up of several silly and loving characters from different species in the Aardman Animations' special **Robin Robin**. Robin begins her journey at the end of Fall and continues her quest for belonging through the cold, blustery Winter Season. Students and Families alike will relate to the characters as they rely on the kindness of strangers, and the warm, coziness of visiting others homes during this season. In the end, Robin defines her own identity, and learns that her abilities are just as important as anyone else's when discovering how to go about life in a big, new world.

CO-DIRECTOR
Daniel Ojari

CO-DIRECTOR
Michael Please

PRODUCER
Helen Argo

(USA 2021) English,
30 mins

Robin Robin on Netflix

Teaching the Film

Taught in conjunction with this guide, the film will encourage students to think deeply about the idea of family, while also encouraging them to explore their own feelings and identify what makes them special. This study guide is intended to flexibly support educators and families alike. Please feel free to adapt and abridge the content as necessary to meet your unique learning objectives and circumstances.

Students K-5 can use this guide, and adapt the content to suit the classroom demonstrations to include written responses in higher level classes. Use these prescreening questions to tickle your young viewers minds about what they already know about family. Also, frontload any definitions of words that may be unknown to your group, and prompt their knowledge about what they know about the species in the film.

Recommended for ages 5 and up.

Subject Areas

- **Art & Media**
- **English Language Arts**
- **Social Emotional Growth and Development**
- **Performing Arts/Music Studies**



Presenter Bios



After graduating Wimbledon College of Art in 2008 with a degree in Set Design for Stage and Screen, **Dan Ojari** started out as a Freelance Animator, Set Designer and Model Maker, before taking an MA in Animation at the Royal College of Art from 2010-11.

His 2011 MA graduation short, **Slow Derek**, premiered at the BFI London Film Festival in 2011 before screening internationally at over 40 film festivals and winning the Grand Prix at Animated Encounters and Animayo.

In 2014, Dan co-founded Parabella Studios with Mikey Please, where they produced shorts, idents and commercials with commissions from clients such as Nike, E4 and Kamasi Washington. Their relaunch trailer for the 2017 series of **The Great British Bake Off** earned the pair a Cannes Lion Silver award for Film Craft in Animation.

In 2019, Dan and Mikey joined Aardman to co-write and direct the animated musical special **Robin Robin**, which premieres on Netflix in autumn 2021.



After graduating from Wimbledon College of Art in 2007 with a degree in Technical Arts and Special Effects, **Mikey Please** began his career directing music videos for artists such as Jeffrey Lewis, M Ward and TV on the Radio.

His 2010 MA graduation short, **The Eagleman Stag**, premiered at the 2011 Sundance Film Festival and went on to win over 20 awards including a BAFTA for Best Animated Short, Special Distinction at Annecy, The Wholphin Award at SXWS and Best Graduation Short at the British Animation Awards. The film was included in the Future Shorts festival, playing internationally in over 400 cinemas and was shortlisted for an Academy Award.

His second short film, **Marilyn Myller**, premiered at the 2013 Sundance Film Festival, went on to win Best Short Film at the British Animation Awards, a Special Jury Prize at the Chicago International Film Festival and the McLaren Award for Best British Animation at the Edinburgh International Film Festival. In 2014, Mikey co-founded Parabella Studios with Dan Ojari, where they produced shorts, idents and commercials with commissions from clients such as Nike, E4 and Kamasi Washington. Their relaunch trailer for the 2017 series of **The Great British Bake Off** earned the pair a Cannes Lion Silver award for Film Craft in Animation. Mikey joined Cartoon Network In 2018 as Episode Director on **Elliott From Earth**, overseeing 16 x 11-minute episodes, which premiered in March 2021.



Pre-Screening Questions

Classroom setting guides are recommended to be used with students paired up to partner share their ideas as you prompt them with questions.

Each student pair group or trio would have listeners and speakers rotating determined at the beginning.

After partner and small group sharing, circle the class and have ideas shared aloud with students using hand signals for agree (teach the “agree” signal is hand with pinky and thumb out and waving back and forth between sharing speaker and rest of listening audience) and create connection in collaboration.

Students or groups can also ask questions of each other regarding the role playing of the different characters and sharing what they might do in certain teacher created scenarios.

Sharing ideas and agreeing will make connections within the class and to the film deeper and more meaningful, and students feel connected to each other when they share ideas.

1. What does it mean to have a family? How does family take care of each other?
2. Share out that the characters are Robin, Mice, Cat and Magpie Bird. Share aloud things they know about each character to help contextualize the relationship in the film and in nature with the actual animals.
3. Ask what makes someone feel like they belong in a group, even when they have differences. What types of things are said and done to include people in groups in class/on the playground/at home?
4. How does it feel to be excluded?
5. How can we be upstanding and welcoming to newcomers in our lives to make sure they feel supported?
6. Do you have a favorite style of animation (i.e. 2D animation, 3D animation, motion capture, stop motion animation, etc.)? Why is this style of animation your favorite? Describe the style of animation. How does this animation style make you feel?
7. What is stop motion animation?
8. What are the differences between stop motion animation and other forms of animation?



Discussion Questions

1. What time of year do you think it is based on the setting and weather? How does Robin get to her new family?
2. Why do you think the Father Mouse says they can keep the baby Robin?
3. How does Robin change her appearance to blend in more with the family?
4. How does changing how you look help with how you feel about yourself sometimes?
5. Is it ok for people to change their looks with clothes and hairstyles and/or makeup? Why or Why not?
6. How is Robin like the little mice?
7. How is Robin NOT like the mice?
8. What are they looking for when they go out sneaking? Why do you think they have to sneak?
9. Do you think Robin feels loved and accepted in their group? What makes you feel loved and chosen with your friends? What do they say and do they make you feel wanted? How do you make your friends feel welcome and accepted?
10. Have you ever made a mistake with your friends and wanted to take it back or make it better, like when Robin makes too much noise? What happened, what was said and how did you fix it? Or, how would you fix it if that happened another time to you?
11. When Robin makes a mistake, how does she feel? How can you tell how she feels? What would you say to her to help her?
12. What season is it when Robin heads off without the rest of the family, and what clues from the setting tell you?
13. Why doesn't Cat catch them when Cat chases them?
14. Why does Magpie think the HUMANS have all the crumbs and food that they want?
15. Watch a video about Magpies and find out why the character, like real Magpie Birds, likes to collect shiny keys and bottle tops.
16. How does Magpie's decorations make him feel about his home?
17. Do you have things in your room or home that you like to look at? What are they? Describe them in 5 sentences. Use color, texture, and explain if it makes sound or has movement.
18. Robin talks like she is a mouse, and identifies as a mouse because she was raised by them. If you could spend time with an animal group, what animals would you want to be around? What are five things you could learn from their behaviors?
19. Why do you think Robin wishes she could be a real mouse?
20. Is the Mouse Family REALLY Robin's family? How do you know?
21. If you could be one of the characters, who would it be and why? Act it out! If you can get others to join you, write it together and perform it.
22. What would change in the story if instead of a bird, the Mouse family raised another type of animal? What would that animal be? How would it change the rest of the story?



Activities

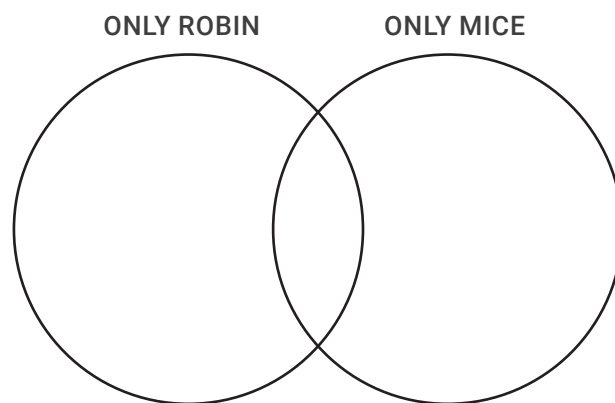
We learned all about how Robin has made a family from the characters in her life. Now, **draw a tree** on a page and label the branches with the people who make up your family at home/homes. Then think of all the family and friends that come to your home, or you have visited, and add them to the tree too! This is your Community Tree!

Read about an animal in the story, and **draw a picture** of their life cycle on the comic page (see attached) [Free Printable Comic Book Pages](#)

Compare and contrast a Bird and a Mouse on the Venn Diagram! Try to find 3-5 similarities and 3-5 differences on the diagram. If words are challenging, draw pictures in the sections.

Fold a sheet of paper into 4 sections. **Draw the characters:** Robin, Mice, Magpie, and Cat in each section. Then **cut them out and glue them** to popsicle sticks or straws. Now **act out** your favorite part of the film, and/or **create** your own scene that you think would fit in the film!

What are things that Robin and her Mouse brothers and sisters have in common? How are they different? **Create a Venn Diagram** and try to name 3-5 similarities in the center section and 3-5 differences for Only Robin and Only Mice.



Retell the ending of the story. Write 5-10 sentences describing what happens AFTER the ending of the movie! Use these transitional words as many times as you like. Start your sentences with the words: First, Then, Next, After to tell your version. For the last sentence, begin it with Finally and tell the ending YOUR way!

*In one scene, Robin finds a Sandwich much bigger than a crumb and wants to bring it home to share with her family. If YOU could have something yummy to eat that was as big as your bed, what would you want? **Draw** a picture of it and you!



What is Animation?

Animation is a process used to create motion pictures through the combination of still images (e.g., digital graphics, photographs of drawings, photographs of objects, etc.) which, when played in sequence, create the illusion of movement. All television cartoons, for example, are animations, and are made up of thousands of still images (drawn by hand or on a computer) that are played sequentially, along with a soundtrack, to tell a story.

TYPES OF ANIMATION

- Classic animation
(e.g., Disney's **The Lion King**, most TV cartoons)
- Rotoscope
(e.g., **Star Wars** lightsabers)
- Flip books
- 3D animation
(e.g., Pixar's **Toy Story**, **Wall-E**, **Up**)
- Stereoscopic 3D
(e.g., **Avatar**)
- Cut-out / Silhouette animation
(e.g., **South Park**)
- Claymation
(e.g., Nick Park's **Wallace and Gromit**)
- Puppet animation
(e.g., Tim Burton's **The Nightmare Before Christmas**, **Coraline**)

History of Animation

The world's most famous animator, Walt Disney, began making short animated cartoons based on children's stories in 1923. In 1928 he introduced Mickey Mouse in the first animated sound cartoon, **Steamboat Willie**, which became an immediate sensation. Throughout the next decade, Disney would add such elements as carefully synchronized music (**The Skeleton Dance**, 1929), Technicolor (**Flowers and Trees**, 1932), and the illusion of depth with his multi-plane camera (**The Old Mill**, 1937), a device that allowed for animated cells to be photographed against a three-dimensional background. Although not the first animated feature, **Disney's Snow White and the Seven Dwarfs** (1937) was the first to use up-to-the-minute techniques and the first to receive widespread release. The film's success can be attributed in part to Disney's willingness to use animation to create a profound dramatic experience. He strove for photographic realism in films such as **Pinocchio** (1940), **Dumbo** (1941) and **Bambi** (1942). The success of television cartoons led to the virtual disappearance of animated shorts produced for theatrical release. Animated featurelength films, however, flourished, especially after the release of Disney's **The Little Mermaid** (1989), regarded by many as the studio's best animated feature in decades. Other Disney blockbusters followed, including **Beauty and the Beast** (1991), **Aladdin** (1992), **The Lion King** (1994) and **Lilo & Stitch** (2002). The development of computer animation was another great advancement in the form and resulted in feature films of astounding visual sumptuousness. In 1995, **Toy Story** was the first film to use only computer generated imagery (CGI). In 2001 the Academy of Motion Picture Arts and Sciences added a new Academy Award for Best Animated Feature Film. The first recipient of the award was **Shrek** (2001).



Common Core Standards

TEXT TYPES AND PURPOSES

CCSS.ELA-LITERACY.W.1.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

CCSS.ELA-LITERACY.W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CCSS.ELA-LITERACY.W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

PRODUCTION AND DISTRIBUTION OF WRITING

CCSS.ELA-LITERACY.W.1.4

(W.1.4 begins in grade 3)

CCSS.ELA-LITERACY.W.1.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

CCSS.ELA-LITERACY.W.1.7

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

CCSS.ELA-LITERACY.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

INTEGRATION OF KNOWLEDGE AND IDEAS

CCSS.ELA-LITERACY.RI.1.7

Use the illustrations and details in a text to describe its key ideas.

CCSS.ELA-LITERACY.RI.1.8

Identify the reasons an author gives to support points in a text.

CCSS.ELA-LITERACY.RI.1.9

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).



Common Core Standards (Cont.)

COMPREHENSION AND COLLABORATION

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.1.1.B

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-LITERACY.SL.1.1.C

Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

PRESENTATION OF KNOWLEDGE AND IDEAS

CCSS.ELA-LITERACY.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-LITERACY.SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-LITERACY.SL.1.6

Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)



Media Literacy Resources: Screening with Meaning

We live in a world where technology mediates a large portion of human interaction and the exchange of information. Every projected image, every word published on a page or a website, and every sound from a speaker reaches its audience through the medium, through the language of the device. The ability to parse the vast array of media messages is an essential skill for young people, particularly in a mainstream commercial culture that targets youth as a vulnerable, impressionable segment of the American marketplace. Most students already have a keen understanding of the languages different media use and the techniques they employ to inspire particular emotions or reactions, but they often lack the skill or awareness to fully deconstruct the messages they continuously receive. Analysis of a media message—or any piece of mass media content—can best be accomplished by first identifying its principal characteristics:

1. **Medium:** the physical means by which it is contained and/or delivered
2. **Author:** the person(s) responsible for its creation and dissemination
3. **Content:** the information, emotions, values or ideas it conveys
4. **Audience:** the target audience to whom it is delivered
5. **Purpose:** the objectives of its authors and the effects of its dissemination.

Students who can readily identify these five core characteristics will be equipped to understand the incentives at work behind media messages, as well as their potential consequences. Media literacy education empowers students to become responsible consumers, active citizens and critical thinkers.

COMMON CORE STANDARDS

MEDIUM

All Media Is Constructed.

- What is the message, how is it delivered and in what format?
- What technologies are used to present the message?
- What visual and auditory elements comprise the media content?
- What expectations do you bring to the content, given its medium and format?

AUTHOR

All Media Is Constructed by Someone.

- Who is delivering the message?
- Who originally constructed the message?
- What expectations do you have of the content, given its author(s)?

CONTENT

Media Is A Language For Information.

- What is the subject of the media message?
- What information, values, emotions or ideas are conveyed by the media content?
- What tools does the author employ to engage the viewer and evoke a response?
- To what extent did the content meet your expectations, given the format/author?

AUDIENCE

All Media Messages Reach an Audience.

- Who receives the message?
- For whom is the message intended?
- What is the public reaction to the media content and/or its message?
- What is your reaction to the media content and/or its message?
- How might others perceive this message differently? Why?

PURPOSE

All Media Messages Are Constructed for a Reason.

- Why was the message constructed?
- Who benefits from dissemination of the message? How?
- To what extent does the message achieve its purpose?
- What effect does the message have on the audience it reaches, if any?