



# Puffin Rock and the New Friends

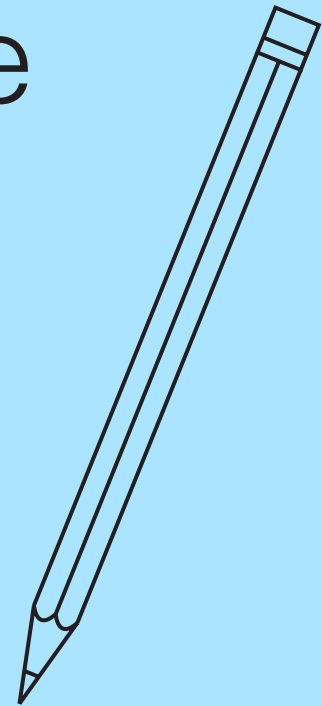
## STUDY GUIDE

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All SFFILM Education materials are developed in alignment with California educational standards for media literacy. SFFILM Education welcomes feedback and questions on all printed study materials.

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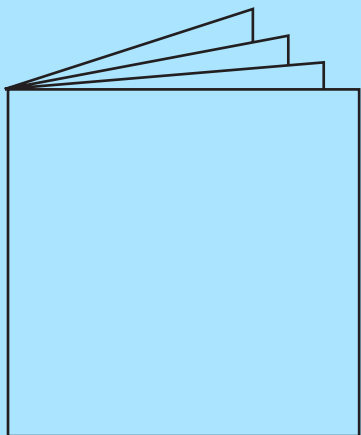
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## About the Film

Cartoon Saloon, the renowned Irish studio known for their beautifully crafted hand-drawn animation, is celebrating its 25th anniversary. SFFILM has showcased their 2D masterpieces all the way back to their first feature. This new film builds upon the world created in their award-winning preschool TV series of the same name and brings back family favorites Oona, Baba, May, and Mossy. With visually stunning designs and vibrant colors, each frame of the film honors the lush natural beauty of the Irish coast while also featuring powerful themes of belonging, friendship, and courage. When the last Little Egg of the season disappears under mysterious circumstances, Oona and her new friends race against time to bring the Little Egg home before a big storm hits Puffin Rock, putting the entire island in danger.

Recommended Grades: K–3

### DIRECTOR

**Jeremy Purcell**

### EXECUTIVE PRODUCERS

**Fionnuala Deane, Gerry Shirren**

### PRODUCERS

**John McDaid, Nora Twomey, Paul Young, Tomm Moore**

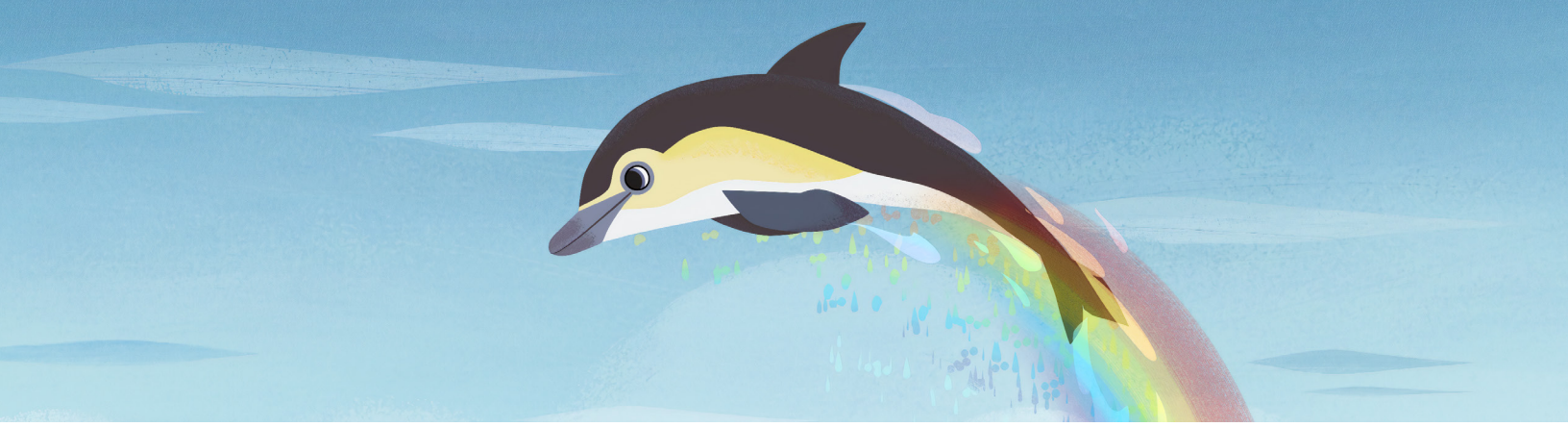
(Ireland 2023), English, 79 min

## Teaching the Film

This film will encourage students to thoughtfully consider two large themes: how climate change impacts where animals live and what it feels like to be a new member of a community. While climate change can feel like a heavy and nuanced topic to introduce to K-5 students, use this guide to introduce the major theme of home and animal life to your classroom. Use the pre-screening topics to guide students to think of how it may feel to have to adapt to a new place. Consider themes of what it means to be a member of a community, and encourage students to think about being new to a place. This guide can flexibly support educators and families in diving deeper into the themes and topics addressed in this animated feature film, and can be adapted and abridged as necessary to meet your own learning objectives.

## Subject Areas

- **Art/Media**
- **Biology**
- **English Language Arts**
- **Environmental Science**
- **Marine Science**



## Pre-Viewing Topics

Use this guide to introduce students to themes, ideas, and facts by having students partner or small group share their responses to the pre-viewing topics. After partner sharing, bring the class back together to have a larger discussion.

1. What do you know about puffins? Where do they live? What is their habitat? What is unique about puffins?
2. Climate change is impacting animal habitats, and many have to find new places to live because weather is impacting their home. What do you know about climate change? Have you heard of climate change?
3. How might climate change be represented in this story about puffins?
4. Have you ever moved to a new place? Do you know someone who has? What did being 'new' feel like? If you haven't moved, can you imagine what thoughts or feelings might come up for you?
5. How does it feel to make a mistake?
6. Can you fix a mistake once you've made it? How do you do that?
7. What do you know about animation? Do you have a favorite kind of animation? Describe it. What makes each style of animation (2D, 3D, stop-motion) unique?



## Presenter Bio



### Jeremy Purcell

Jeremy Purcell has been working in the animation industry for over 20 years. After graduating from Ballyfermot Senior College in 1999, his professional start in the industry came with the then fledgling Cartoon Saloon. Many late nights were spent working on some of the early Cartoon Saloon pieces, from adverts to shorts such as **From Darkness** and **Rebel** - which was to become **The Secret of Kells**, the studios first feature film and first Oscar Nomination, on which Jeremy worked as the Effects Supervisor.

After a number of years he moved to Galway in the west coast of Ireland to open a new studio, A Man & Ink, where he worked on TV shows such as **Ish'Ha'Fan**, **Joe & Jack**, and the 30min short film **Miss Remarkable & Her Career**.

In 2014 he returned to Cartoon Saloon to work on **Song of the Sea** as the Effects Supervisor. Two more feature films (**The Breadwinner** and **The Prophet**) and another two TV series (**Puffin Rock and Pete the Cat**) followed. After taking a mini break to produce the short film **A Cat Called Jam** for A Man & Ink, in 2019 Jeremy started work on the then untitled Puffin Rock feature.

Over the next 3 years and 1 global pandemic the story grew and evolved into **Puffin Rock and the New Friends**, becoming a personal story to him as well as having many themes that anyone who has had to move house, city, or country can relate to.



# Discussion Questions

1. Lots of animals live at Puffin Rock. Name some of the animals you see! What do you know about these animals?
2. The animals at Puffin Rock all live in the same habitat. Describe the habitat: what plants live there? How close is it to the ocean? Why do you think all of the animals live here?
3. Many new puffins are arriving at the burrows. Why? What is happening to the climate that the puffins need to find a new place to live?
4. Isabelle feels sad that she had to move to a new home. Have you ever had to leave a place that is familiar to you and live somewhere new? What kinds of feelings did you feel? What made you feel more at home?
5. What is a VIP in this story? Why do you think it's VIP?
6. Why did Oona take all the credit for saving the egg? How do you think Isabelle is feeling after she saved the egg from the gull?
7. What happened to Isabelle's island? In a flashback scene, the events that made Isabelle and her family leave are depicted. Do you think climate change impacted the island habitat where Isabelle used to live?
8. Puffin Rock seems like a great place to live. What makes it so great to be there? What is the community like? Would you want to live there?
9. Why is it dangerous to move the puffin egg from its nest? What could happen? Why do you think Isabelle thought taking the egg away from its nest was a good idea?
10. Isabelle sticks up just for herself when she lets everyone believe that Marvin had taken the egg. Why do you think she does this? How do you think she was feeling?
11. We see the puffin pals work together to prepare for the storm. What are the benefits of working together? How does each animal help prepare for the storm to help the larger community?
12. Isabelle is scared of the storm because of what happened to her old home. She overcomes her fears because she cares about making things right with Marvin. What characteristic does this show us about Isabelle? What would you do in this situation?
13. The narrator says, "It's never too late to do what's right." What did Isabelle do to make things right? What would you do in this situation? How do you fix things when they've gone wrong?
14. Many of the puffin pals exhibit bravery during this film. Explain some of the acts of bravery you saw. Would you have acted the same way?
15. Being new to a community can be scary. How did the puffin pals make Isabelle feel better about being new and not knowing what to do?
16. "I felt like I didn't belong." Isabelle felt alone in her new home, and related to the little egg. Why do you think she felt this way? What did the puffin pals do to make Isabelle feel welcome?
17. If you could be friends with any of the puffin pals, who would you be friends with and why?
18. Which puffin pal do you relate to the most and why? Is it Oona because she is brave? Or maybe Baba because she's so cute?



# Activities

## 1. Research Project

In this film, we see how severe weather has impacted where the puffins live. Isabelle and her family had to move to a new home because theirs was lost in a storm. For this activity, research an animal that is local to your home. Using resources from the library or the Internet, learn about an animal you've seen living in your area. Research why this animal lives in the same place as you! What is this animal's habitat? Where does it live (in a burrow, like the puffins, or something else)? What does it eat? What other animals are in the community? Does this animal migrate? Next, work together to understand how the weather in your area benefits the animal's habitat. How does the weather in your area make it a great place for this animal to live? Wrap up this activity by writing about your research findings. Draw or print out a picture of the animal in its habitat. Share your findings in a group. Then, discuss how these animals benefit the place where you live.

## 2. Make a Maze

One fun scene in this film depicts the maze-like burrows the otter is digging for the puffins to find shelter. For this activity, create a fun maze of your own! Working in small groups or pairs, take a large sheet of paper and draw a maze. Get creative! What will make your maze unique? Does it loop and crisscross, like the burrows? Are there many dead-ends? Once you have designed your maze, swap with other groups and try to solve the other mazes.

## 3. Design Your Own Habitat

This film shows very visually rich scenes of the Puffin Rock habitat. We see all the wonderful things that make Puffin Rock unique in this film, from the burrows to the ocean and beyond! For this art activity, practice visually depicting your own habitat. What makes your home special to you? What objects, places, and people make your habitat feel like home? Working either alone or in pairs, create your own habitat. Draw upon different art styles, whatever works best for you: collage, digital images, paper, and pens, or even a 3D version!





# Beyond the Classroom

NPR 'Tips for Teaching Climate Change'

<https://www.npr.org/2019/04/25/716359470/eight-ways-to-teach-climate-change-in-almost-any-classroom>

NatGeo 'How do you teach children about climate change'

<https://www.natgeokids.com/uk/parents/how-to-teach-children-about-climate-change/>

Our Climate Future: A collection of educational resources on climate science, climate justice, and climate solutions. Watch the short video: <https://ourclimateourfuture.org/>

BioInteractive: a collection of teaching tools and resources that dive deeper into topics of climate change and biodiversity.

<https://www.biointeractive.org/classroom-resources>



# Animation Guide: Understanding Film

## Fiction vs Nonfiction in Live Action Film

- The term **Live Action** is used to refer to films that are not animated. Live action films feature real people, animals, or nature. For example, Sesame Street is mostly live action, though they occasionally have segments that are animated. Even puppetry, like Elmo, is considered live action. A movie like The Wizard of Oz is live action. A sitcom like Friends is live action. A nature documentary is also live action. A superhero movie like the Batman franchise, is live action, but relies heavily on special effects and computer generated imagery (CGI).
- Live action films can be fiction or nonfiction.
- A **documentary** is a non-fictional motion picture intended to document reality, primarily for instruction, education or maintaining a historical record. In today's landscape of AI and misinformation, it is always important to think critically about a documentary by asking "who made this?" "Who was it made for?" and "For what purpose?".
- For young students who are used to seeing animation, there can sometimes be a misunderstanding that all live action films are nonfiction. It's important to make the distinction that not all live action films are nonfiction.
- The three live action films in this series happen to all be nonfiction, but that is not always the case.
- Animation can also be considered nonfiction if it is used in a documentary or to tell a true story.
- If you can't tell if a live action film is fiction or nonfiction, start by looking at the credits. Are there actors playing roles? Was there a scriptwriter?

## Types of Animation

Animation is created by a series of images or drawings which, when played in sequence, create the illusion of movement. One second of animation is usually made up of 12 or 24 images. While a film or episode of TV is made up of thousands of individual images.

- **Flip books**
- **Traditional or 2D Animation:** The Princess and the Frog, most Anime like Pokemon or Spirited Away
- **CGI or Computer Animation:** Toy Story, Coco, Encanto, Frozen
- **Stop Motion Animation:** The Nightmare Before Christmas, Coraline
- **Cut-out / Silhouette Animation:** South Park
- **Claymation:** Wallace and Gromit, Chicken Run
- **Motion Capture:** Avatar 2: The Way of the Water
- **All of the above!** Today, many films use different types of animation and filmmaking combined. For example, Spiderman: Into the Spideverse uses a mix of 2D animation, CGI animation and motion capture. Some of the films we saw in the SFFilm series also employ multiple techniques.

[Here](#) is a short, fun video that explains the different types of animation.



# 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 language of the medium. 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. Many 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.

## MEDIA LITERACY 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?



# Common Core Standards

## *Comprehension and Collaboration*

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).

CCSS.ELA-LITERACY.RI.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text

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.

CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.



# Common Core Standards

CCSS.ELA-LITERACY.SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

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.3.2.A

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

*Presentation of Knowledge and Ideas*

CCSS.ELA-LITERACY.W.4.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.