

NOTES FOR TEACHERS

Ideas in this study guide are intended as starting points for a cross curricular topic based on

the film and they are aimed at children between the ages of 6 and 11 years. The guide is divided up into a series of worksheets with activities. The activities seek to complement and extend the pleasure the children will have derived from a visit to the cinema whilst at the same time meeting some of the requirements of the National Curriculum. The classroom tasks are primarily focused towards KS2 but they are adaptable for KS1 (for example, work on farms). The table produced below can be used for planning and record keeping.

TABLE FOR PLANNING AND RECORD KEEPING

PAGE 1	The Memory Game	English History	KS2 KS1 KS2-	AT2 (1a) AT1
PAGE 2	Turning a Book into a Film	English	KS2 AT3	AT1
PAGES 3-4	The Music in the Film	Music	KS1 KS2	AT1/2 AT1/2
PAGES 5-6	Look Who's Talking	English	KS1 KS2	AT1/3 AT1/3
PAGE 7	Reading the Poster	Art	KS1 KS2	AT1/2 AT1/2
PAGE 8	Innocence - Drama Exercise	English	KS1 KS2	AT1 AT1
PAGE 10	Farming Through the Ages	History	KS1 - KS2 -	(1a, 2c, 4a,b) (1a,b, 2c, 4a,b)
PAGE 11	Farming Throughout the Year	History Geography	KS1 - KS2 - KS1 - KS2 -	(1a,b, 2c) (1a,b, 2c) (2, 3a, 6) (2a,b,c, 9)
PAGE 12	Down On The Farm	English Geography	KS2 KS2	AT1 (1 ab, 3c,d)
PAGE 13	Use Your Senses	English Geography	KS1 KS1	AT1 (1a)
PAGE 14	Then and Now	History	KS1 - KS2 -	(1a, 2c, 4a) (1a, 2a,c, 4a)
PAGE 15	The Sheepdog Trial - Obstacle Courses	FE. - Games Technology Geography	KS1 - KS2 - KS1 KS2 KS1 - KS2 -	(1a,b,c) (1a) AT1 AT1 (3c,d) (3c)

SYNOPSIS

There are many species living on Hoggett Farm, all of whom have a job to do and know their place - until Babe, the little pig, arrives and changes the structure of the roles on the farm with hilarious consequences. Babe is a comic fable about not fitting in and the lengths to which an ordinary pig will go to find acceptance. Babe defies destiny by daring to be different, by daring to be, of all things, a sheepdog!

Babe, dir. Chris Noonan. Running time: 94 mins. Certificate: U.

THE MEMORY GAME

The plot or storyline of Babe is easy to follow as we watch the film, but how easy is it to remember what happens afterwards?

TASK

Many important things happen to Babe. You will find some of these listed below, but in the wrong order. Cut these out along the dotted lines and either on your own or with a partner, try to arrange the events in the right order.

.....
On Christmas Day, Babe stops the rustlers stealing all of the sheep.
.....

Farmer Hoggett enters the "guess the weight of the pig" competition at the fair
.....

Babe goes missing and the Farmer and Fly search for him.
.....

Babe surprises everyone by winning the sheepdog trials.
.....

Babe comes to live on Hoggett Farm.
.....

Farmer Hoggett takes Babe out onto the field with Fly to work with the dogs as a sheepdog.
.....

Rex attacks Fly for showing Babe how to be a sheepdog.
.....

Farmer Hoggett nearly shoots Babe because he thinks he has killed Maa, the sheep.
.....

Babe is taken away from his brothers and sisters.
.....

Duchess, the cat, tells Babe what pigs are for - eating!
.....

Babe goes on an adventure with Ferdinand to get rid of the alarm clock.
.....

How many did you get right - it's harder than you think, isn't it?

Have we missed something out?

Below is an empty strip for you to add another event from the film that you feel has been left out. Once you have written your new sentence, ask the person sitting next to you to put it in the right place with the other strips of paper.

.....
.....

TURNING A BOOK INTO A FILM

The idea for the film Babe came from Dick King-Smith's book, *The Sheep-Pig*, first published in 1983. King-Smith is a British author and has written more than 70 novels all about animals.

Have you read the book as well as seen the film?

Did you think that the film was very different from the book? The film adds events that are not in the book. For example, in the book, we do not meet the character of Duchess the cat -she only appears in the film version. Can you remember any other additions to the book? Write these down in the chart below.

EVENTS THAT WERE IN THE FILM BUT NOT THE BOOK

1. Duchess the cat only appears in the film version.

Why do you think that the filmmakers added these events? Do they add something to the story?

As you have probably noticed, telling a story in words and telling one on film is very different. If the author wants the reader to know something, they can simply write it down, but the filmmaker has to turn this information into pictures.

With a partner or as a class, try to think of other differences between the two.

THE MUSIC IN THE FILM

There are some beautiful pieces of music played throughout the film. The music is performed at certain moments to create a certain mood.

Can you remember any of the musical pieces? How did they sound?

How did the music make you feel? For example, can you remember the type of music played when Babe discovers the room where animals are killed?

Can you remember the names of any musical instruments you heard? Write the names of them on a separate sheet of paper or draw a picture of them.

One piece of music that is played a lot in the film is called *Symphony Number 3*, by a composer called Camille Saint Saëns. There are 4 different versions of this piece in the film:

a) a huge loud version using an orchestra with a big brass section. b) a 'music box' version which is calmer and is played using a celesta. c) a version with words sung by Farmer Hoggett, called *If I Had Words*. d) *If I Had Words*, sung by the mice.

The music box version (b), is played at the beginning of the film during the 'titles'. Can you remember when in the film, the other versions were played?

Why do you think 4 versions were played? How did each piece differ?

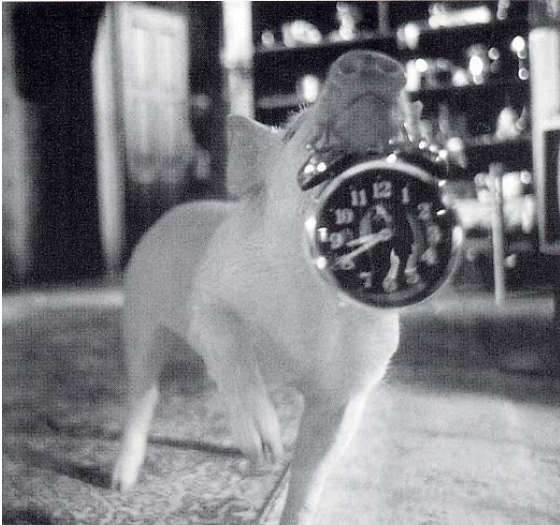
TASK

Choose one of the following tasks.

If you have a copy of Saint Saëns' symphony in school, have a listen to remind yourself of the tune. Can you compose another version of the symphony - how about a rap version? Practice this and show it to your class or record it into a cassette recorder.

Sit down as a group and listen carefully to the symphony or another piece of music of your choice. Draw a picture that you feel complements or goes well with the music.

The photographs on this page show two very different events from the film Babe. Can you think of the musical accompaniment to go along with these scenes?



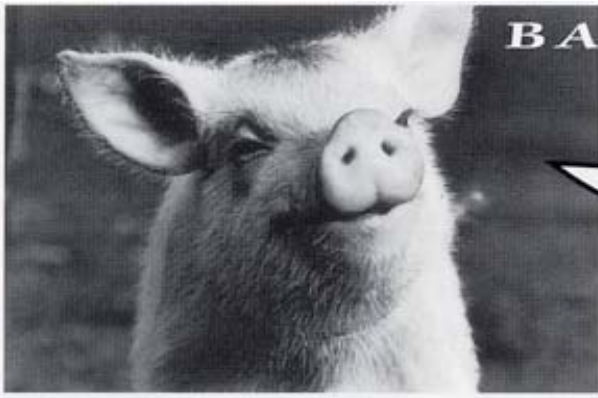
What instruments would you use? Think about the mood of the scene.

Choose some well-known pieces of music yourself that you think would go well with each of the scenes - is it a fast or slow piece of music? Does it make you feel relaxed or energetic?

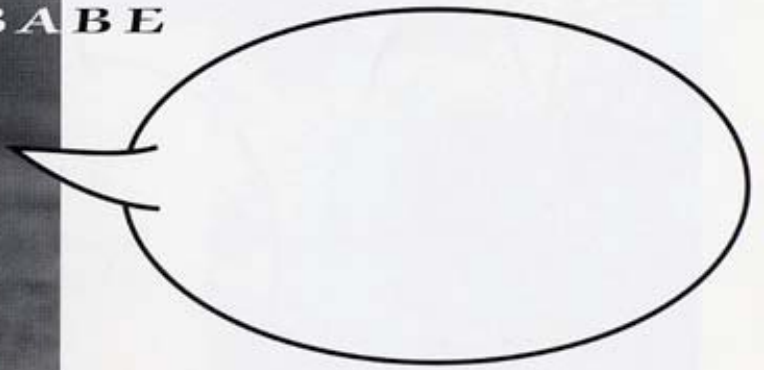
LOOK WHO'S TALKING

80% of the dialogue in the film occurs between the animals. The production team chose the actors and actresses for the voices very carefully. Their voice needed to reflect the personality of the animal.

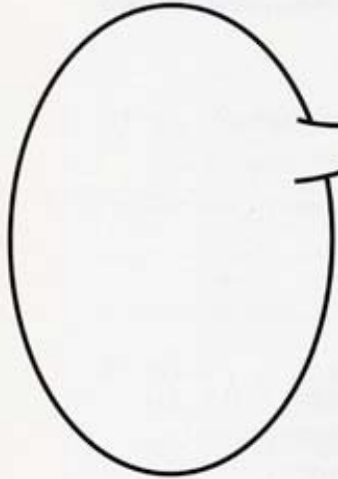
Pictured on the next two pages are some of the characters from the film. Can you remember how their voices sounded? What can you tell about the characters from their voices? Write your thoughts and descriptions in the speech bubbles provided.



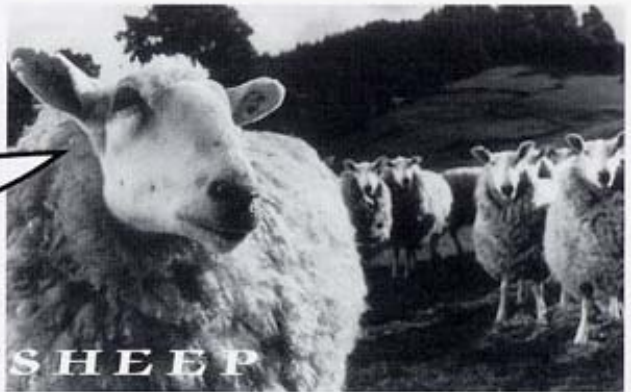
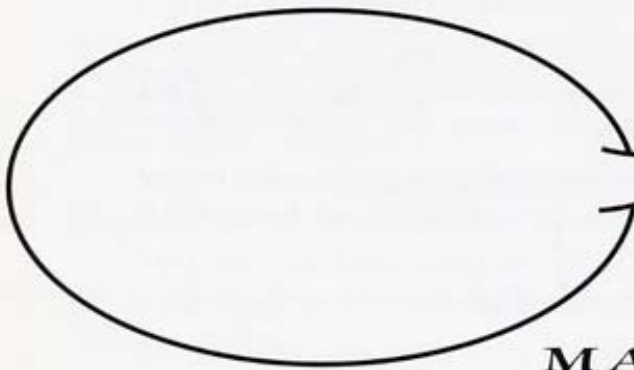
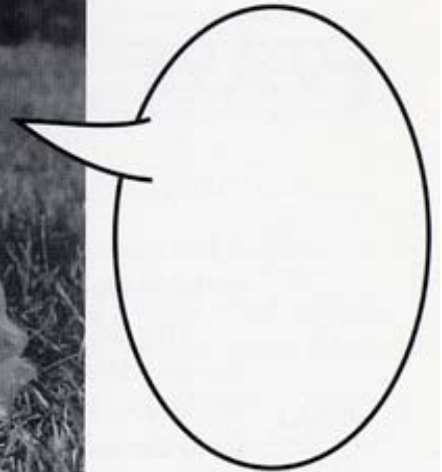
B A B E



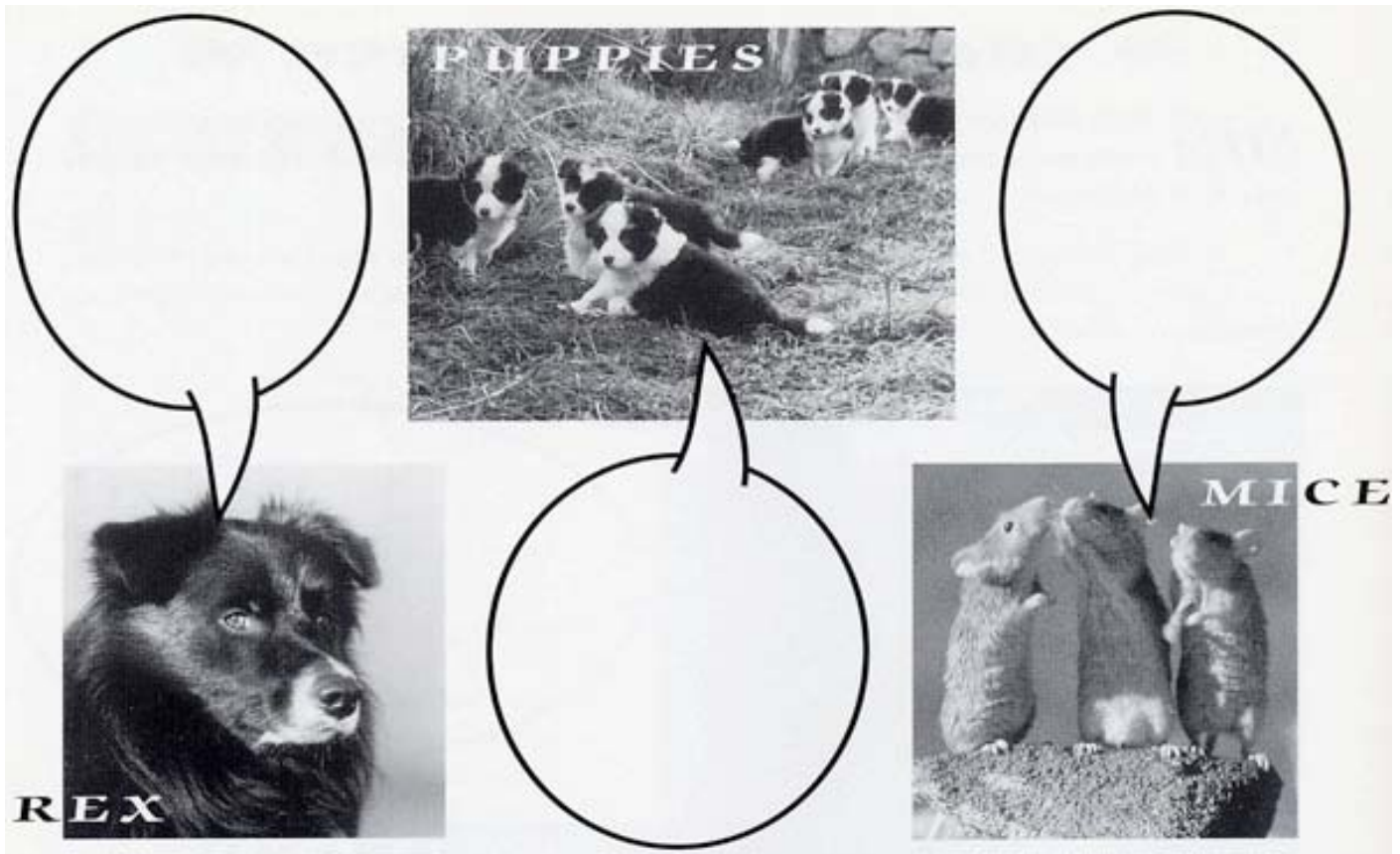
F L Y



F E R D I N A N D



M A / S H E E P



TASK

Why not have a go at the voices yourself? Which is your favourite voice - which one are you best at?

If you have a television and DVD player that you can use, select a DVD with characters in -humans, animals or cartoons.

Try turning the sound down and making up voices for the characters that you can see. Think about the personality of your character and how they would sound would they have a high or deep voice, would they speak softly or roughly? Think about the accent of your character.

Once you have decided on the perfect voices, tape them into a cassette recorder and see if you can get the timing right so that the words spoken fit into when your character is speaking.

You could also turn the television the other way round so that you cannot see the characters -you can only hear them.

Listen to the voices carefully and think about how they sound - what type of person would have a voice like that? Make notes of your thoughts and draw a sketch of your person.

Compare it to your friends' drawings - are your pictures the same, are there any features that you all agree on?

Now have a look at the character on the screen - were you right? Who got the closest?

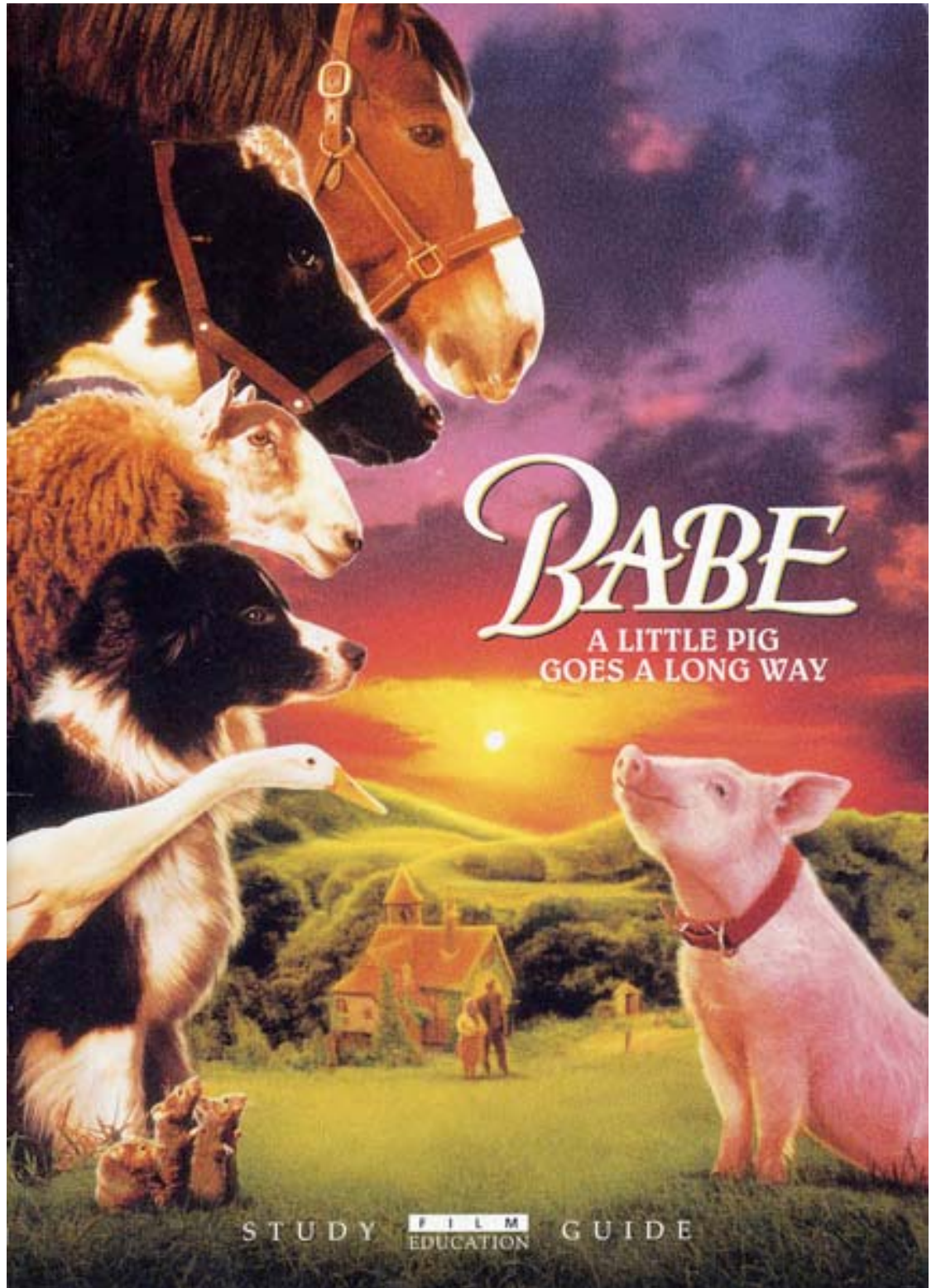
READING THE POSTER

When a film is shown in a cinema, it is usually advertised in newspapers and on posters outside the cinema. The poster has to be attractive to interest the public and it must give information about the film. Look at the poster shown to the right that advertises Babe.

1) What does the poster tell us about the film; what can we see?

2) Why do you think that the Farmer and Mrs. Hoggett are in the background and are very small whilst all the animals are at the front and are very big?

3) Beneath "Babe" is written the line "A little pig goes a long way". This is called the tag-line and tells us what the film will be about. Can you think of a different tag-line for Babe? Write your tag-line below.



4) What kind of audience do you think the film is aimed at - who would go and see the film? Would it be the same kind of people who would go and see 'Die Another Day', the latest James Bond film, for example?

Imagine that you have been asked to design a poster for the film Babe. What will you put on your poster? What information do you want to give to the public about the film?

What characters will you have on it - will they be big or small? Think about the setting - any places that you would want to show.

How will you make your poster look interesting - what colours will you use? Remember to put on the title of the film, Babe, and your tag-line.

Use an A4 piece of paper to try out your ideas before using a big piece of paper. Make a display of all your posters. Which ones would make you want to go and see the film?

INNOCENCE - DRAMA EXERCISE

Babe does not realise until his incident with the cat what "pigs are for". Until this moment, he lives in blissful ignorance - believing the best in everybody and trusting all. The traditional African story below tells the tale of a baby lion who, like Babe, lives with other animals. Read this story as a class.

"THE LION WHO THOUGHT HE WAS A SHEEP" - A TRADITIONAL AFRICAN STORY

A lion cub was found by a farmer. The cub had been abandoned by his mother. The farmer took pity on the lion and took it home. The cub was put in with the sheep and learned to live and graze with them.

One day, all the sheep were restless. They felt something was about to happen. The lion cub felt restless as well.

Suddenly, on the horizon, there appeared a fully grown lion - a king of the jungle. The sheep scattered and fled - the lion cub fled with them. The grown-up lion roared and the earth shook.

He caught an animal and disappeared into the forest.

The next month, the same thing happened again. The lion appeared and the sheep and the lion cub ran away.

The summer came and the lion cub was thirsty. He went to the river to drink. As he put his head down to the water, he was shocked to see the hideous beast which had frightened them all so much appear in the water looking at him. He ran and ran but the sheep did not run. He turned back but could not see the creature following.

At last, a month later, the lion appeared again but this time he ran up to the cub.

The lion cub was so frightened he put back his head and let out a cry. "Baa! . Baa!"

The grown-up lion looked at him and spoke...

Act out the story as a class. You could be sheep, lions or other creatures of the jungle like elephants and giraffes. Don't forget the farmer!

What do you think the lion will say to the cub? Discuss this as a class and decide on the best comments.

What will happen next? We have left the ending up to YOU!

Make masks for the animals using card, string and scissors. Draw the face of your animal on the front.

FOOD AND FARMING

Most of the action in Babe takes place on Hoggett's Farm. A lot of Farmer Hoggett's machinery and tools are rather old-fashioned and he does not use any modern equipment.

Farming has been carried out for thousands of years, as you can see on the time-line below.

10,000 B.C.

First people on Earth gathered plants and hunted animals.



8,000 B.C. People began to sow seed for grain crops such as wheat and barley in their farming communities. They also began to tame animals like sheep and cattle and keep them near to home.



2,000 B.C. Farmers in Egypt and India began to use ploughs to sow their crops.



600 A.D. The Saxons developed a 3-field system and rotated crops, growing on two fields with one out-field lying 'fallow', or empty, every third year.



900 A.D. Families are given strips of land to grow their crops on. Rich families have many more strips than the poorer families. This continues for several hundred years.



1400's Land was enclosed and fenced off with hedges or walls.



1700's The Agricultural Revolution. Machines like Jethro Tull's seed drill were invented so that more crops could be produced.



1800's Scientists, like John Bennet Lawes, proved how useful fertilisers and chemicals could be to the quality of the soil and to increased growth of crops.

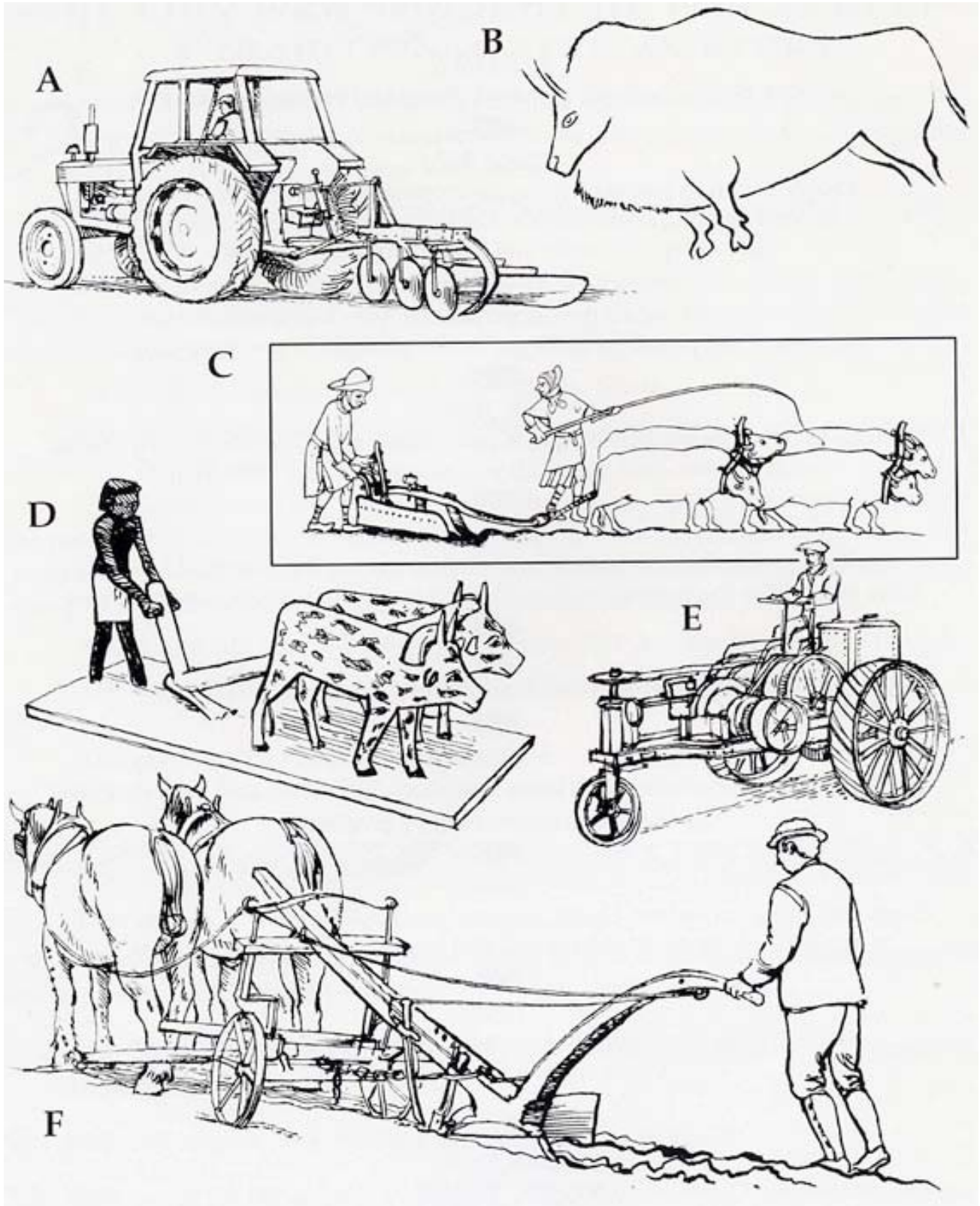


1900's Modern farm machinery has meant that farmers can harvest much larger crops with fewer people.

FARMING THROUGH THE AGES

Look at the pictures on this page. They all show farming in different periods of history.

1. Try and put them into historical order starting with the oldest one.
2. Can you guess what period of history each picture comes from?
3. Can you describe what is happening in each picture?



Illustrations reprinted by kind permission of Alan Burton & BBC Educational Publishing.

FARMING THROUGHOUT THE YEAR

When watching the movie Babe, we get to see the farm through the changing seasons. Different farming activities have to occur at specific times in the year. This is because of the weather and the time needed for the crops to grow. The animals will also be born at a certain time in the year.

TASK

Can you find out when these farming activities would take place?

- Sowing the seeds
- Ploughing the fields
- Baby lambs are born
- The crops are harvested
- The sheep are shorn for their wool
- The cows are milked

When you have found out when these events occur during the year, design your own timeline, like the one on page 9, and add drawings of the events.

Fold a piece of A4 paper into 4 sections. Draw pictures showing the four changing seasons on a farm; spring, summer, autumn and winter - one in each section.

Remember to show the weather for each season and the farming events that would happen at that time of year. Think about the colours you would use. Are you going to draw pictures from a farm today or a farm from a long time ago? What animals are you going to include in your pictures?

Close your eyes and try to picture Hoggett's farm from the film. Ask your teacher, or collect for yourself, pictures by painters such as Constable or Van Gogh for ideas of farming scenes. You could also look for John Clare's The Shepherd's Calendar, as this depicts farming throughout the year.

If you are pleased with your pictures, you could draw them on a larger scale or even make a collage display with your class-mates using different materials.

DOWN ON THE FARM

There are many working farms that welcome school children for visits. There is probably one in your area that you could visit to find out more about farms and animals.

Question Time: Think about the questions you would like to ask the farmer - what do you want to find out? You may want to include some of the questions below - have we missed anything out? Add your own questions at the bottom of the list.

- How old is the farm?
- How big is the farm?
- What happens on the farm during an average working day? Would this change during different times of the year?
- What kind of crops are grown on the farm?
- How are the fields used what about the fields that look empty?
- What kind of animals are kept on the farm - why these animals?
- Where are the animals kept - what happens to them during the day? Does their day change at different times of year?
- What are the animals given to eat?
- Where does the farmer buy seeds to grow his crops - how much will he need for a year?
- What type of buildings can you see on the farm? What are they all used for?
- How is the work of the farm affected by the weather?

Try and get hold of maps of the farm - aerial photographs will show the farm from the air -a 'bird's-eye view'. Outline maps will show field boundaries of the farm.

As you walk around the farm, make your own notes and sketches so that you can put together your own map when you get back to school.

Before you go on your visit, make sure that you have read and can remember the COUNTRY CODE. The code has been made to make sure that everyone knows how to behave in the countryside and includes rules about not dropping litter and shutting gates behind you.

USE YOUR SENSES

At the farm you will need to use your senses. You will need to LOOK with your EYES, LISTEN with your EARS, TOUCH with your HANDS, SMELL with your NOSE. Try and use your senses all the time when on the farm. Write down or draw all that you can SEE, HEAR, FEEL and SMELL. Ask your teacher or the farmer before touching any of the animals.










I CAN SEE	I CAN HEAR
-----------	------------

I CAN SEE	I CAN SMELL
-----------	-------------

THEN AND NOW

Farmer Hoggett seems to live a very old-fashioned lifestyle. His son and his family joke that he is behind the times. For example, he still uses a horse and cart rather than a tractor. His son gives Farmer Hoggett and his wife a fax machine for Christmas, which seems to confuse both of them at first. The alarm clock too is only brought in at the farm when the duck stops waking them up properly

Look at these pictures of some modern day inventions. In the box by the side, can you draw or write down what people would have used before these inventions were created.

			
TRACTOR	HORSE & CART	CARS	
			
COMPUTER		CAMERAS	
			
TELEPHONE		COMPACT DISCS	
			
TELEVISION		LIGHT BULBS	

Can you think of any more inventions or objects used today that we could try this with? On a piece of paper, make up some of your own and try them out on your teacher or a class mate.

OR - Try it the other way round. Write down the old-fashioned object and get your friends to guess the modern-day invention

* Horse and cart illustration reprinted by kind permission of Alan Burton & BBC Educational Publishing.

THE SHEEPDOG TRIAL - OBSTACLE COURSES

Can you remember the route taken by the sheep and by Babe in the sheepdog trial championships?

If we were to look at the trial course from a bird's-eye view (from up in the air), it would look like the diagram below.

You are going to design your own course - not for sheepdogs or Babe, but for you and your class mates!

Is your course going to be based outside? Look around your school grounds - are there any walls or steps that you could include in your course?

OR - is your course going to be based inside, in the school hall?

Think about the size of the course - how much space have you got to use?

You could add games equipment like hoops, ropes and cones in places.

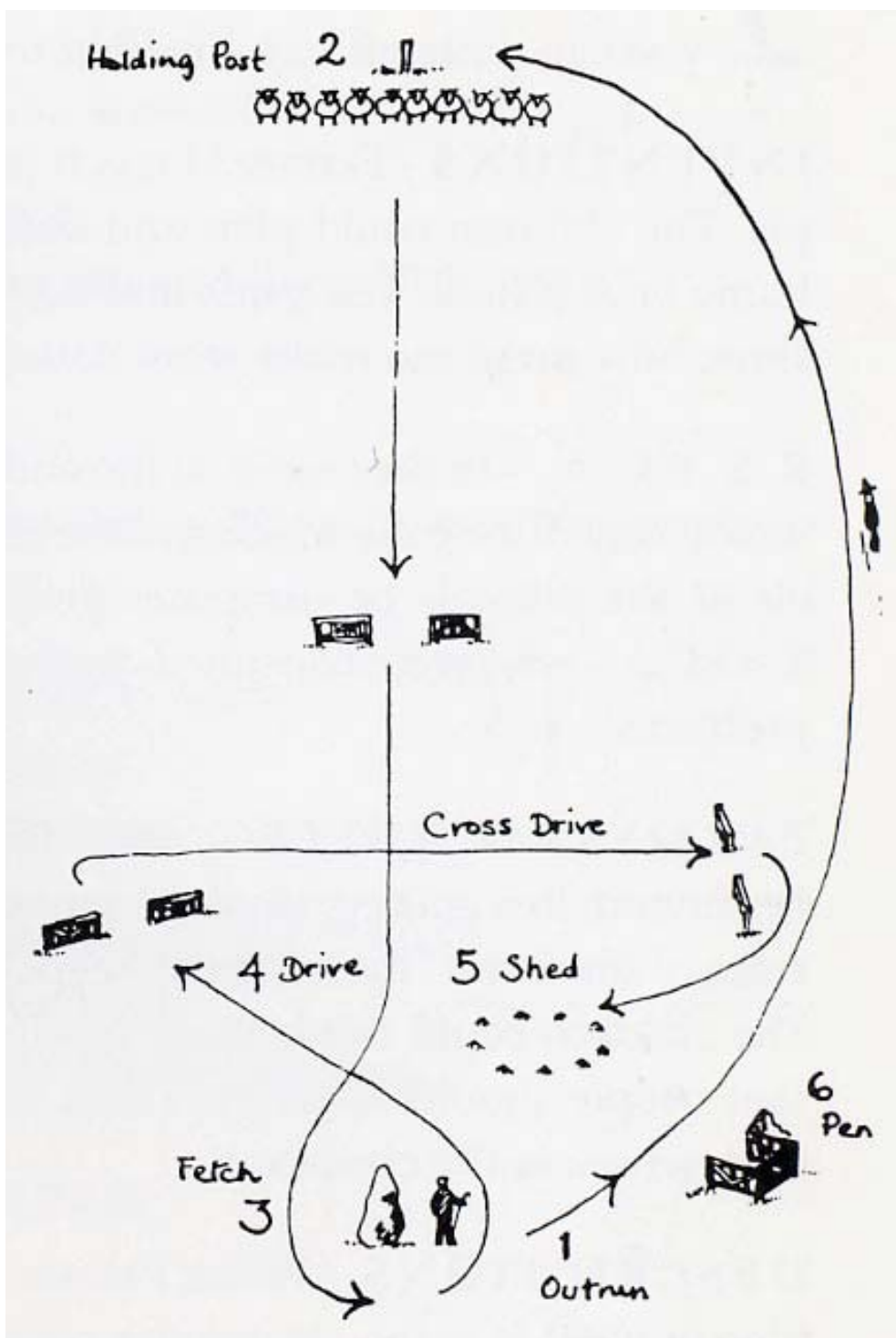
When you are satisfied with your course, draw a plan of it from a bird's-eye view using symbols to show where your equipment will be placed. For example, O = hoops.

Show your course to your teacher or class mates - can they follow the course? Can it be improved in any way?

Now set your course up and time each other when attempting it.

GOOD LUCK!

From *The Sheep-Pig* by Dick King Smith. © Dick King-Smith, 1983. Illustrations © Mary Rayner, 1983. Reprinted by kind permission of Penguin Books Ltd.



TEACHING IDEAS

Included in this study guide are only a few of the areas that the film brings up that can be used in the classroom. Featured below are further teaching ideas and addresses of organisations that you can write off to for further information.

INVENTIONS - Farmer Hoggett is very good at making things - his self-shutting gate for example. The children could plan and design their own inventions that would make life easier in the home or at school. The gears and cogs as seen on the gate could be discussed and investigated to show how these can make work easier.

R.S.P.C.A. - In the credits at the end of the film, the filmmakers stress that no animal was harmed in any way during the making of the film. The fight sequences, for example, were filmed using models of the animals or computer graphics. The children could write to an organisation like the R.S.P.C.A. - who were consulted during filmmaking - for further information and could look into the problems.

FARMYARD RULES - After Babe has disgraced himself during the paint incident with Ferdinand, Rex gathers all of the animals together in the shed for a meeting where he reiterates the rules of the farm: "Each animal keeps to its own place and its own destiny."

The children could think about producing their own set of classroom rules that would be fair and that people should abide by. These could be written carefully on a poster or scroll and displayed somewhere in the classroom.

DESCRIPTIONS - When Farmer Hoggett leads Babe into the shed to shoot him, Babe has no idea of what is going on, having never seen a gun before. He describes the gun as a "black shiny tube". It reminds him of food tubes from the first farm he lived on when his mother was taken away so he hopes that "some kind of surprise will come out". Can the children describe common items as if they have never seen them before? For example, how would they describe a television?

ANALYSIS OF CHARACTERS - Farmer Hoggett is a man of few words but he is the only human to recognise the true qualities of Babe. He is strong enough to see out his ambition despite being laughed at by others. Mrs. Hoggett can only see Babe as bacon, giblets and crackling until the end of the film. The personalities of each character could be investigated as a word game - think of as many adjectives for the children as possible, for example.

PROVERBS - There is a lot of play in the film on proverbs and words of advice, e.g. "Beware the bad cat bearing a grudge." The children could discuss the meanings of well-known proverbs like "pigs might fly" and have a go at unravelling them.

"CHRISTMAS MEANS CARNAGE" - This comment was made by Ferdinand the duck referring to how Christmas feels for the animals that are eaten! This could be discussed by the children and used for pieces of descriptive writing. The issue of not eating meat could be researched by the pupils, looking at both religious and moral reasons. They could write to the Vegetarian Society for information (address given in References).

WHAT'S THE PASSWORD? - Can the pupils remember the password given to Babe by the sheep on Hoggett's Farm? Ask them to make up their own secret passwords or rhymes for their class or friends.

PUBLICATIONS

THE SHEEP-PIG, DICK KING-SMITH (Penguin). The book on which the film is based.

JUNIOR FOCUS, NO. 69 (Scholastic Publications Ltd, Westfield Road, Southam, Warwickshire, CV33 OJH). On the theme of farming.

STARTING HISTORY: FARMING (Scholastic Publications Ltd, address as above) - with photocopiable activity sheets, photographs, teachers' notes and a colour poster.

FOOD AND FARMING, SUSAN REED-KING (Young Geographer Series, Wayland). Has useful case studies on this topic plus ideas for classroom activities.

TWENTIETH CENTURY FARMING, GRAHAM RICKARD (The Twentieth Century Series, Wayland). Examines the main changes in farming methods during this century.

ORGANISATIONS

R.S.P.C.A., HQ, Causeway, Horsham, Sussex, RH12 1HG.

THE FOOD AND FARMING INFORMATION SERVICE, National Agricultural Centre, Stoneleigh Park, Kenilworth, Warwickshire, CV8 2LZ - provide information packs for teachers.

FARMING AND WILDLIFE ADVISORY GROUP, National Agricultural Centre, Stoneleigh, Kenilworth, Warwickshire, CV8 2RX. Information for teachers (at a more advanced level).

THE VEGETARIAN SOCIETY, Parkdale, Dunham Road, Altrincham, Cheshire, WA14 4QG. They produce a free starter pack for children on the issue of eating meat.

PROGRAMMES

The BBC have a Landmarks series based on Farms for KS2, with an accompanying guide.

PLACES TO VISIT

There are working farms throughout the UK which are open for visits by school parties.

Organisations like Groundwork (83-87 Cornwall Street, Birmingham, B3 MW) through its Mass Farm Link Scheme, will put schools in touch with participating farms.