

TEACHERS' NOTES

Aimed at primary school pupils, the activities in this study guide are intended as starting points for a cross-curricular project on the film *The Little Vampire*. Many curriculum areas are covered although the focus is on English and Literacy.

The activities in this guide seek to complement and extend the pleasure the children will derive from a visit to the cinema - although it is not necessary to see the film to carry out many of the activities. Each worksheet aims to give children an insight into *The Little Vampire*, whilst at the same time meeting some of the requirements of the National Curriculum and Scottish Guidelines. The photocopiable worksheets are for use in the classroom or can be used as a reference for teacher-led questions and tasks. The tasks are differentiated by outcome, but teachers may wish to adapt them if necessary. Further worksheets on the film can be found on Film Education's website - www.filmeducation.org including an exclusive interview with the author of the original *The Little Vampire* novels - Angela Sommer-Bodenburg.

To assist planning and record keeping, the table provided on the inside back cover outlines how each activity fits into the National Curriculum and Scottish Guidelines.

FILM SYNOPSIS

Nine-year-old Tony Thompson (played by Jonathan Lipnicki - star of *Stuart Little*) arrives from California with his mum and dad to set up house in a remote corner of Scotland. Being the new kid in town is never easy, but Tony's obsession with vampires ensures that he is bullied at school and misunderstood by his otherwise loving parents. One night a lone bat flies through Tony's window and transforms into a vampire boy, Rudolph. The two become fast friends and Rudolph enlists Tony's help to change his family back into mortals and lift the curse of being a vampire forever. But first they must scupper the evil plans of the Vampire Hunter and solve the mystery of the amulet which Tony has seen in his dreams and is the key to stopping the curse.

Director: Uli Edel

Certificate: U

Running time: 95 minutes

Scotland release date: 13th October 2000

Followed by general UK release: 20th October 2000

Website address: www.thelittlevampire.co.uk



WHAT DO WE KNOW ABOUT VAMPIRES?


There are many myths and stories floating around about vampires.



TASK

1

What do you know about vampires?
Fill in the chart below which has been started for you.



They only come out at night
They wear old-fashioned clothing, including a cloak
They are immortal creatures

Here are some other creatures of mythical status:
**the abominable snowman, mermaids, werewolves,
dragons, cyclops, fairies**



TASK

2

Choose one of these creatures and write down what you know about them on the character profile sheet on page 7. How would you portray them in a film - as a goodie or as a baddie?



WHAT TYPE OF FILM IS IT?

Genre is the term used to describe the **type** of film that you are watching. Films are classified into different types or genres according to certain ingredients such as setting (where the story takes place), characters (the people in the story) and events (what happens in the story). This helps us to know what to expect from stories. For example, if it is a romance we know there will be lots of kissing!

Different genres could include the following:

a space movie (e.g. *Star Wars*)

a musical (where the actors sing songs e.g. *Hercules*)

a comedy (full of scenes that make you laugh e.g. *Stuart Little*)

TASK
1

As a class, can you think of other genres or types of film? Write these down on the class board.

TASK
2

What type of film do you think *The Little Vampire* is? (It may be more than one.)

What is it about *The Little Vampire* that allows us to classify it as this type of genre (or genres)? For example, if a film were to be set in space, we would expect the characters to include aliens and astronauts. Talk about this as a class or in groups. Think about the following:



settings characters lighting sound effects music

TASK
3

Write down the ingredients of the film *The Little Vampire* in the chart on page 5. Think of other films that you have seen recently and try to classify these also.

EXTENSION TASK

Using the basic plot outlined here, how would you turn this into a story from each type of genre (e.g. romance, a space movie) using all of the elements outlined above - characters, settings, music etc.?

character A has an object that character B wants
character B takes this object away from character A
character A gets the object back



WHAT TYPE OF FILM IS IT?

NAME OF FILM?	SETTINGS	CHARACTERS	EVENTS	TYPE OF FILM?
The Little Vampire				



GOODIES AND BADDIES

In every story we need a range of characters - some will be good, some will be bad and some will be a bit of both!



TONY

In the film *The Little Vampire*, it is the vampires themselves (along with Tony, our hero) that are the good guys - the ones we are cheering for. The Vampire Hunter, Rookery, is one of the bad guys.



ROOKERY

Vampires are normally seen as fearsome creatures of the night but in this film we see that they have feelings too. They do not really want to bite people if they can help it!

TASK 1

As a group or class, talk about the main characters in the film (names shown on the right).

How are we supposed to feel about them? What words or adjectives would you use to describe them?

FREDERICK SACKVILLE BAGG

TONY THOMPSON

TASK 2

Put yourself in the **hotseat!** Get into groups of eight or less. Cut out the names of all the characters in the film shown on the right and put them in a box. (You may want to add names of other characters from the film.) In turn, draw a name out of the box and sit in the **hotseat** - this means that you have to pretend that you **are** this person. The other people in the group can ask you questions to find out why you behaved in the way you did in the film and what you plan to do next!

RUDOLPH SACKVILLE BAGG

ROOKERY

ANNA SACKVILLE BAGG

GREGORY SACKVILLE BAGG

TASK 3

Create a character profile of the person you chose. This could be a simple profile as shown on page 7 or, if you are Rookery or one of the vampires, a wanted poster!!! Remember to include information on the appearance and personality of this character.

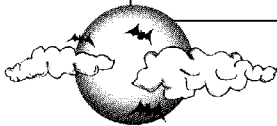
NIGEL or FLINT McASHTON

LORD McASHTON



CHARACTER PROFILE SHEET

<p>NAME:</p> <hr/>	
<p>AGE:</p> <hr/>	
<p>APPEARANCE: (What they look like)</p> <hr/> <hr/> <hr/>	
<p>PERSONALITY: (How they behave)</p> <hr/> <hr/>	
<p>LIKES:</p> <hr/> <hr/> <hr/> <hr/>	
<p>DISLIKES:</p> <hr/> <hr/> <hr/>	



ON LOCATION



Tony moves to Scotland from San Diego, California in the United States of America. Filming took place in various locations around Edinburgh, Scotland and in studio sets in Germany.

TASK
1

Try and find the following places on a map:

Curloss, Fife
Edinburgh
Cocksburnpath
East Lothian
California
Germany

TASK
2

Try and find out more about the following buildings:

Donnymarl Castle
Newliston House, Edinburgh
Dalmeny House, Edinburgh
Dundas Castle, Edinburgh
Gosford House, East Lothian

THE LITTLE VAMPIRE SEQUEL

Imagine that the film makers would like to film a sequel to the film called *The Little Vampire Moves On*. They have decided that the perfect location would be your local area!

They need to find the following buildings and locations:

- a cemetery**
- a castle or stately home**
- a railway station**
- a museum**
- a lake or river**

TASK
3

In groups, brainstorm the buildings and locations in your area that would be suitable to be included in this new film. Write a report on the buildings and locations you have chosen for the film makers describing them and including a picture.



THE NEW KID IN TOWN!



Tony moves to Scotland from America. He is bullied by two boys at his school, Nigel and Flint McAshton, because they think his American accent is 'weird' and because they feel that this makes him different. Tony becomes very unhappy and lonely. This is why Tony is so happy to meet Rudolph - the vampire - because now he has a friend to talk to.

TASK 1

In circle time, talk about the issues that the film brings up. Think back to the scene where Nigel and Flint push Tony to the floor in the school playground and empty his school bag.

How do the other children behave?

Why are Nigel and Flint behaving this way?

How must Tony be feeling?

What do you think should be done about the situation?

As a group or class, talk about how you would greet a new person into your class.

Have you had to move to a new area and school? How did you feel and how did others treat you?

TASK 2

Write about either being the new person at school or how you would welcome a new person into your class. You could choose to do this in a number of ways - either as a remembered account, as a diary entry or as a story.



CURRICULUM PLANNING SHEET

	NATIONAL CURRICULUM		SCOTTISH GUIDELINES		
WHAT DO WE KNOW ABOUT VAMPIRES?	EN2	KS2 4c	ENGLISH LANGUAGE	Reading - for information	LB+
	EN3	KS2 9a	ENGLISH LANGUAGE	Writing - functional	LB+
	NLS	Text Level Y3, T2, 8			
	NLS	Text Level Y4, T1, 11			
WHAT TYPE OF FILM IS IT?	EN1	KS2 3a-d	ENGLISH LANGUAGE	Listening - awareness of genre	LD+
	EN2	KS2 2, 4c	ENGLISH LANGUAGE	Reading - awareness of genre	LD+
	EN3	KS2 1, 9a, 12	ENGLISH LANGUAGE	Writing - imaginative	LB+
	NLS	Text Level Y4, T2, 3, 9, 10			
GOODIES AND BADDIES	EN1	KS2 2, 3, 4	ENGLISH LANGUAGE	Listening - in groups	LB+
	EN3	KS2 1, 7, 9a	ENGLISH LANGUAGE	Talking - about texts	LB+
	NLS	Text Level Y3, T2, 3, 8	ENGLISH LANGUAGE	Writing - functional	LB+
	NLS	Text Level Y3, T3, 5	ENGLISH LANGUAGE	Writing - knowledge about language	LB+
	NLS	Text Level Y4, T1, 2, 11			
	NLS	Text Level Y5, T1, 3	DRAMA	Observing, listening, reflecting, describing and reporting	LB+
			DRAMA	Creating and designing	LB+
ON LOCATION	EN1	KS2 3	ENGLISH LANGUAGE	Reading - for information	LB+
	EN2	KS2 3	ENGLISH LANGUAGE	Writing - functional	LB+
	NLS	Text Level Y3, T1, 1	UNDERSTANDING PEOPLE		
	GEOGRAPHY	KS2 1a, b, 2, 3a-d, 6a, 7a	AND PLACE	Aspects of the physical and built environment	LB+
				Making and using maps	LB+
THE NEW KID IN TOWN!	EN1	KS2 3, 9b	ENGLISH LANGUAGE	Listening - in groups	LB+
	NLS	Text Level Y4, T3, 1, 8, 11	ENGLISH LANGUAGE	Talking - about experiences, feelings and opinions	LB+
	PSHE	KS2 1a, b, 2c, d, 4a, 5	ENGLISH LANGUAGE	Writing - personal/imaginative	LB+
			PERSONAL AND SOCIAL DEVELOPMENT	Self-esteem/inter-personal relationships	
THE LITTLE VAMPIRE COMPETITION	EN3	KS2 1, 2, 9a, b, 12	ENGLISH LANGUAGE	Writing - personal/imaginative	LB+

