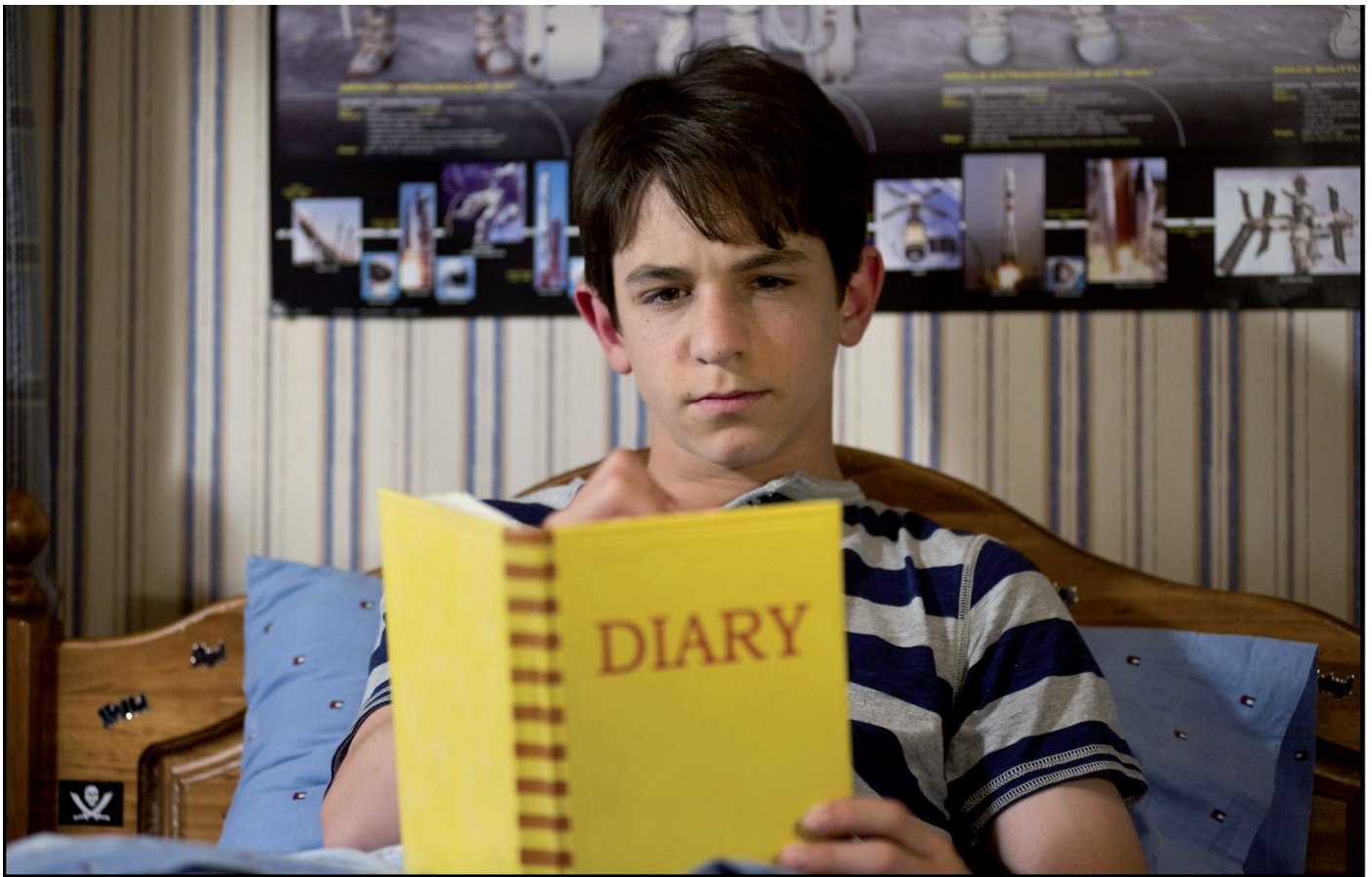


# Diary of a Wimpy Kid: Dog Days



Directed by: David Bowers

Certificate: U (contains mild rude humour and brief scary moments)

Country: USA

Running time: 94 mins

Release Date: 3 August 2012

Suitable for: The activities in these study notes address aspects of the curriculum for literacy and art pupils between ages 7–11.

### Synopsis

It's summer vacation time and Greg pretends to have a part time job so he can get out of a real one. However, his summer plans lead to a series of embarrassing situations visiting the local swimming pool, learning to play tennis, camping with his dad and taking care of his new dog, Sweetie. Will he ever win the heart of his school crush Holly Hills? His best friend Rowley and brothers Rodrick and Manny join him for the ride once again.

### Genre

This is the third comedy based on Jeff Kinney's bestselling series of cartoon novels about a normal boy's struggles to become popular in school. *Diary of a Wimpy Kid: Dog Days* is based on the third and fourth books in the series, *The Last Straw* and *Dog Days*. Greg, the main character, narrates the film and Jeff Kinney's well-known cartoon style is used during the credits and throughout the film.

### BEFORE SEEING THE FILM

Jeff Kinney's books are hugely popular. Who in the class has read them? What can they tell the others about them? Ask pupils who have read the books to give a short presentation about their favourite in the series.

As a class, look at the illustrations in the original books. Jeff Kinney has a simple but very unique cartoon style. Become illustrators and try drawing Greg and other key characters. Then challenge yourselves to draw each other in Jeff Kinney's style.

Learn more about book to film adaptation and try the tasks at Film Education's online resource for the first film: [www.filmeducation.org/diaryofawimpykid/](http://www.filmeducation.org/diaryofawimpykid/)

Have a look at the film's poster in this guide. Compare with the posters from the previous two films in the series and discuss the following questions:

What's the first thing on the poster that grabs your attention?

- Which characters are on the poster and why do you think they were chosen?
- How have Jeff Kinney's illustrations been used and to what effect?
- What can you tell about the characters and the story just from the poster?
- What questions does the poster leave you asking about the film?
- What kind of person might be interested in this poster and film?
- What other important information can you see?
- Where would be an effective place to put this poster?

Watch the trailer for *Diary of a Wimpy Kid: Dog Days* on Film Education's Teaching Trailers 2012 DVD. Discuss how images, soundtrack and words are edited to tease the story and draw-in audiences. Sign up for a copy of the DVD here [www.filmeducation.org/teachingtrailers/primary/](http://www.filmeducation.org/teachingtrailers/primary/). The website also provides questions and activity ideas and the 'Make a Trailer' feature allows pupils to combine clips, music and text to create their own persuasive teaser trailers for the film. You can watch the trailer for the first film here: [www.filmeducation.org/diaryofawimpykid/](http://www.filmeducation.org/diaryofawimpykid/)

# DOG DAYS



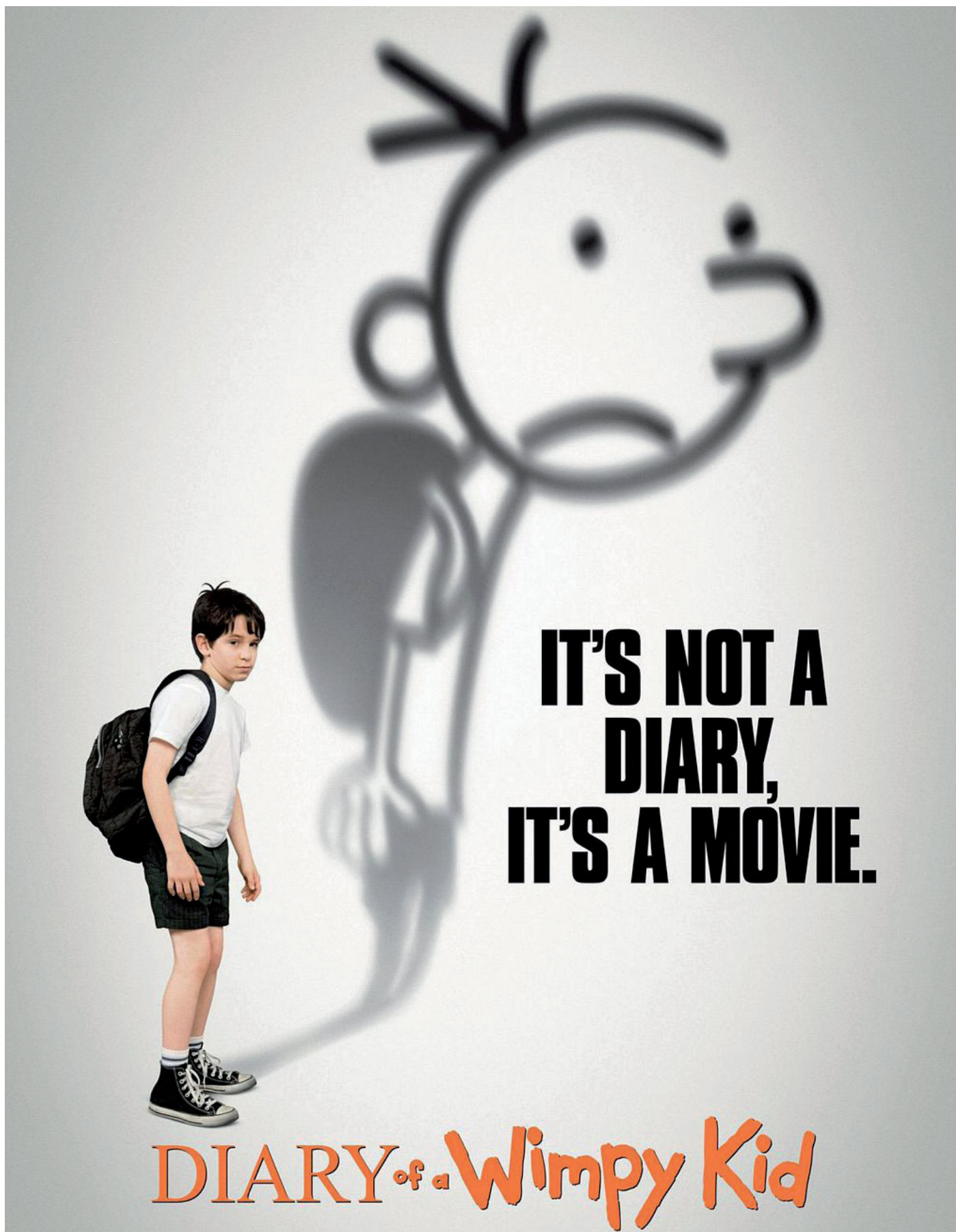
DIARY  
of a Wimpy Kid  
DOG DAYS



**WELCOME TO  
THE NEXT GRADE**



**DIARY of a Wimpy Kid**  
**RODRICK RULES**



### **AFTER SEEING THE FILM**

What are pupils' top tips for avoiding trouble at school and boredom during the school holidays? Ask pupils to start writing a diary about their school days and holidays, just like Greg. Begin in class by writing a diary entry about the class trip to the cinema and then continue over the weekend and during the next school break. Pupils can illustrate their diary in a similar style to Jeff Kinney.

Read school survival tips written by pupils from around the country at Film Education's resource for the first film in the series.

[www.filmeducation.org/diaryofawimpykid/](http://www.filmeducation.org/diaryofawimpykid/)

Think up a whole new embarrassing situation for Greg and write your own 'Wimpy Kid' stories. Include a dilemma that Greg has to deal with and an important decision for him to make. Remember to make it funny! For inspiration watch the clips at Film Education's online resource for the second film in the series:

[www.filmeducation.org/diaryofawimpykid2/clips](http://www.filmeducation.org/diaryofawimpykid2/clips)

Read the blurbs for the remaining books in Jeff Kinney's series. Which one are pupils most excited to see as a film? Become film producers and create posters for the next adaptation. Read the next book in the series as a class. Storyboard a persuasive film trailer that teases the story like a blurb and features the funniest moments to convince audiences they should see the film.



## SHOT, PAIR, SHARE – ACTIVITY ONE

**NB Teachers:** this shot-pair-share activity is intended for before you visit the cinema. However, if you have already seen the film, the activity can be adapted with children creating alternate scenes to go with this moment from the film.

### Shot

Explore this film still for clues about the story and talk about it for five minutes. In pairs, discuss the following questions about setting and characters:

- What is happening in this scene?
- Where are they and what is it like there?
- What can you tell about the characters from this image?

Success criteria:

**MUST:** talk about what characters are doing and where they are

**SHOULD:** discuss what the facial expressions tell us

**COULD:** consider what sounds you might hear in this scene



### Pair

This scene features Greg, Rowley and Fregley telling scary stories around the campfire. Each character has a very different personality.

- Greg – lazy, impatient, selfish
- Rowley – immature, naïve, easily frightened
- Fregley – peculiar, filthy habits, tells disgusting stories

Imagine the scene and rehearse possible dialogue between characters. Write a script for the scene. Consider what sound effects you might need. Pairs can join together as a four and practice performing their scripts with one group member creating the sound effects.

**MUST:** make it clear who is speaking at each point in the script

**SHOULD:** use stage directions and punctuation to show actors how to speak

**COULD:** use full range of playscript features

### Share

What happens next? Spend time talking to your pair about what might happen later in this scene or the next. Script and storyboard the rest of the scene, or the next scene – you could use Jeff Kinney's style to help you draw each frame of your storyboard. Think about when you will want to use close-ups to show emotion on faces, mid-shots to show characters interacting or long shots to establish or re-establish the scene.

Success criteria:

**MUST:** use different shot types

**SHOULD:** consider sound effects and music

**COULD:** think about lighting and the length of each shot

**NB Teachers:** Groups of four could develop their scripts and storyboards and perform their scenes to the class before building them into a longer written story with a dilemma.



Storyboard template

SHOT	DIALOGUE / DESCRIPTION