

# POPPETY IN THE FALL

## Educator's Guide



### General objective

Give students a chance to explore an enchanting story and gain a deeper understanding of its universal themes.

### Target audience

Students aged 7 to 12

### Curriculum links

Languages and literature  
Personal growth  
Arts and culture

### Film to be studied

*Poppety in the Fall* (27 m 11 s)

### Introduction and preparatory activity: A book without a story!

Approximate duration: 30 minutes (see Note 1)

This activity examines the importance of storytelling to society as well as to each of us individually. It also introduces students to the characters of *Poppety in the Fall* and brings certain sequences to their attention. Begin by explaining that the story is set in the Middle Ages (also known as the medieval period), then ask students what they know of this historical era. With the youngest, activate their imaginations by evoking the era of kings, queens and the commoners and peasants who lived around the castle and in the countryside. Then show them a little book of blank pages (one that you have bought or even made yourself), like the books in Balthasar's kingdom. Ask students to guess what could possibly have caused stories to disappear from books like this. Collect their reactions, then incorporate their ideas into the discussion, aided by the following questions:

- When you see the blank pages of this book, what do you think may have happened?
- How could a story just disappear from a book?
- Do you have any ideas as to how you might get the stories back into this book?

Once you've completed the preparatory activity, tell students they're about to enter the magical world of *Poppety in the Fall*. Play the film up to the point where Poppety asks Bonifacio to return (44 s). Collect their first impressions, using these questions to prompt the discussion:

- What kind of animal is Poppety? What do you know about this kind of animal? What have you learned about him so far? What role do you think Poppety plays in this film?

- What does Poppety say at the start of the film? What's his tone like? What do you think of people who use that tone? Why do you think he is using that tone?
- Why does Poppety want Bonifacio to return?
- Who do you think is the narrator of this story? (Bonifacio reveals himself as the narrator at the end of the film.) Who is the narrator addressing?
- What season is it? What parts of the set give you clues as to the season? What era is it? (The set would suggest the Middle Ages.)
- What type of profession is Poppety talking about? (Storyteller.) Can you name any storytellers? Do you know of any other stories from the Middle Ages?
- What is the little bee doing at the start of the film? What sound is used to make us notice the bee?
- How does the music affect you?

Explain that the tale of *Poppety in the Fall* features a storyteller named Bonifacio who falls victim to a terrible curse. The curse causes Balthasar's kingdom to be emptied of all its stories. Since then, the king has been very sad—not to mention, bored to death. Everyone is worried, starting with his daughter Molly. Poppety, who we met at the start of the film, sets off on an expedition to find Bonifacio. Before showing the rest of the film, ask students to imagine what it would be like to live in a world without stories. Here are some questions to help you address the topic:

- What stories do you like to have told to you? By whom? When? How often?
- How would you feel if stories did not exist? What would you do in a world without stories? Do you know any other people who would also be unhappy if books no longer contained stories?
- Do you think the king is right to be bored because there are no more stories in his kingdom?

After this, have the students draw (if they are young) or write (if they are older) what they would do to overcome the type of boredom caused by a lack of stories. You may also suggest that they present their drawings or texts. Review the activity with them, using these questions:

- What does it mean to be "bored to death"? Have you ever been that bored? If so, can you describe it?
- What do you do to keep yourself from becoming bored? Is your answer to boredom similar to anyone else's? Is it different?
- What do you think happens to this king who's bored to death? (Tell the students that they'll find out in the next part of the film.)

End the activity by explaining that this film will take them on a journey to the Belly of the Earth. In the week to come, have students draw what they think the Belly of the Earth might look like. Tell them they will present their drawings in a subsequent activity.



### Activity 1: A little fish to adopt and love!

Approximate duration: 75 to 120 minutes

Activity 1 addresses two delicate topics—adoption and death—with gentleness and sensitivity. Students are invited to consider some of the basic needs of a person or animal as well as the rituals that can help someone mourn a loss. This activity also looks at how different characters in the film react to life's unavoidable realities (see Note 2).

**Step 1:** Watch the first few minutes of *Poppety in the Fall* with your students. Pause the film at 2 min 23 s, telling them you'll watch the rest later. Collect their impressions about this excerpt.

**Step 2:** Tell your students that Hannibal the Elephant is sad because Mommy Fishy has died, leaving her baby (Little Fishy) all alone. Explain that, like Hannibal, we all lose an animal we love at some point in our lives. Encourage those who wish to share their experiences on the subject. Use the following questions to expand the discussion:

- Why is Hannibal crying so hard? Why is he so sad for Little Fishy?
- What would you say to Hannibal to help him understand what has happened to Mommy Fishy? What does Leon say?
- What does Leon do with Mommy Fishy's body? Do you know of other ways of marking the loss of an animal?
- How can these rituals or practices help console someone who has experienced a loss?

**Step 3:** Ask your students to name an animal they would like to adopt (or one that they already care for). In pairs or teams of four, have them introduce their animal and explain how they take care of it. Use these questions:

- Why did you choose this animal and not another? What does it look like?
- What are its good qualities? How about its negative qualities?
- How is your animal similar to the animals chosen by others? How is it different?

List the animals on the blackboard so that the students can see all the different choices their classmates have made.

**Step 4:** Have your students consider some of the basic needs of three of the film's characters as well as those of their adopted animal. These needs are as follows: eating, drinking, rest, being cared for, and exercise. Ask your students to compare each character's needs with those of their animal. For this task, use the "Basic Needs" worksheet provided in Appendix 1 (see Note 3). Review their ideas, using these questions:

- What does an animal need in order to thrive?
- Which needs are the same for you, your animal, Little Fishy and Leon? Which are different?
- How do you care for your animal? Name others who would be able to care for your animal equally well. Why?

**Step 5:** Explain to your students that there are other basic needs, like feeling safe and feeling loved. Using a "mind map," brainstorm with the students to help them draw or identify ways in which these two needs can be met. Launch the discussion using these questions:

- How can a person be made to feel safe? And loved?
- Who are the people in your life who help you feel safe and loved? How do these people make you feel safe? What do they do, and when? Besides your parents, who else makes you feel safe and loved?

**Step 6:** In this excerpt, Hannibal says he can't adopt Little Fishy because he is an elephant. Poppety says that Leon has been adopted by the Martins, even though he has a bear face. Leon thinks about this as he sits on the end of the dock. Have students guess how the story might unfold from here, writing their ideas on the blackboard. Remind them to note characters' actions as they watch the rest of the film. For instance, what will Hannibal do for Little Fishy? What will Leon do to come to terms with his situation? The idea here is to see whether the behaviour of Hannibal and Leon changes or remains the same during the rest of the film. Discuss the subject of adoption, aided by these questions:

- Why does Hannibal say he can't adopt Little Fishy? What would you say to Hannibal to convince him that he could?
- What makes Leon sad all of a sudden? What do you think of Poppety's question to Leon? How does Leon react? How do you think you would have reacted if you were Leon? What about if you were Poppety?
- Do you know any children who are adopted? Who takes care of them? Are they taken care of in a way different to other children? Do you think adopted children can be just as happy as other children?

**Step 7:** Resume the film and let it run to the end, then continue the discussion:

- How does Hannibal's behaviour change with regard to Leon's suggestion that he adopt Little Fishy? What allows him to believe that he'll be a good father?
- How does Leon react after learning that he may have been abandoned by his forest mother? What about after he meets his forest mother?
- What caused Leon's forest mother to entrust him to the Martins? How does she explain this to him?
- Why does Mrs. Martin give a hazelnut to Leon? At what point does she do this? What effect does this have on Leon?
- What are Leon's feelings toward his adopted parents? What about toward his forest mother?



### Activity 2: Exploring the Belly of the Earth, sharing secrets and undoing curses!

Approximate duration: 45 to 60 minutes

This activity explores how the people of the kingdom came to be deprived of stories and how the curse can be undone. Students will learn that Bonifacio was cursed for taking the unicorn's horn. To undo the curse, Poppety goes off in search of the Belly of the Earth, the place where all stories are born. He is joined by Bonifacio, Melody and Miss Jeannette.

**Step 1:** Divide the class into teams of two or four. Have each team discuss their drawings of the Belly of the Earth (see Preparatory Activity). Review the exercise using these questions:

- What does your version of the Belly of the Earth look like? How does it resemble the versions of your classmates? How is it different?
- Why must the characters go in search of the Belly of the Earth?

**Step 2:** Watch the film to the 10 min 28 s mark to let students see why characters want to find the Belly of the Earth. Use these questions to start the discussion:

- Why did Poppety set off to find the Belly of the Earth? Who joins him on his quest? Why?
- At this point in the story, what do these characters know about the Belly of the Earth?
- Why does “the Belly of the Earth” seem familiar to Poppety? How does the song sung by Poppety and Melody provide a clue to Miss Jeannette?
- What do the characters do then?

**Step 3:** Show the class images of unicorns—for example, from The Unicorn Tapestries (website under “Unicorns” in the references). Invite students to discuss the characteristics of this mythical beast and the powers it might have. Use these questions to get the discussion rolling:

What do you know about unicorns? What type of animal does the unicorn remind you of?

- In the excerpt you watched, what special power does the unicorn have? Why does Bonifacio fall victim to the curse? What do you feel for him?
- How can the characters break the unicorn's curse? What would you do if you were in their position?

**Step 4:** Using these questions, invite students to discuss what the word “secret” means to them and how they keep their secrets.

- Why is a secret precious to you? Who do you share your secrets with? Why?
- How would you feel if your secret was revealed?
- Do Leon, Poppety, Melody and Jeannette have secrets? What could these be?

**Step 5:** Continue watching the film to the end. Discuss the film, aided by these questions:

- What does the whale request of each character as the price of admission to the Belly of the Earth? (Answer: that they reveal their secrets.)
- Who reveals secrets, and what are those secrets? Why do you think they agreed to this? What more do you know about these characters after hearing their secrets? Why is Poppety annoyed at having to reveal his secret? What secret does Miss Jeannette reveal to Leon? How would you feel if you were Leon? Miss Jeannette?
- Where is the unicorn? What does Bonifacio do to break the curse put upon him by the unicorn?
- How is the Belly of the Earth similar to what you imagined? How is it different?
- What did you think of the whale the first time you saw it? What about afterwards?
- What does the whale say to Leon at the end of the film? (That he can become a regular child, just like other boys.) What does Leon decide to do after hearing this? (Keep his bear face.) Why?
- How do the lives of these characters change after the story? Who tells us this? (The narrator, who is Bonifacio.)



### Activity 3: Characters, sets, sound and music!

Approximate duration: 60 to 75 minutes

Before starting activity 3, make illustrated stories available to the class. Explain that the film *Poppety in the Fall* takes place a long time ago in the Middle Ages. At the time, the arts (including painting, music and storytelling) were experienced and “broadcast” in ways different to today’s. Invite your students to look out for clues indicating that the story takes place during medieval times as they watch the film. For example, the fact that there is a king and a princess, the fact that candles are used for lighting, the use of ornamental frames to highlight certain scenes, the diamond-shaped patterns in some of the backdrops, the wooden houses and furniture, the waterwheel and so on. Explain that the film’s writer/directors Pierre-Luc Granjon and Antoine Lanciaux designed and developed the story and its visual elements.

**Step 1:** Ask the class what they know of life in the Middle Ages, with its kings and queens, peasants, storytellers, mythic beasts (like the unicorn) and other aspects—manuscripts, musical instruments, paintings, illuminated manuscripts and so on.

**Step 2:** Show your students a few ornamental frames. Invite them to comment briefly, then explain that these were used to decorate many medieval manuscripts.

**Step 3:** Watch the first 52 seconds of the film. Ask students for feedback about these initial images. The idea is to have them discover similarities between the film and tales from the Middle Ages, aided by these questions:

- What does the set look like? Why are there leaves in the diamond shapes? Where else might you see images like this? What do the leaves suggest about the season and era of the setting?
- How does the film’s title make its appearance onscreen? Why do you think the title drops and raises like this? What scene do you then see?
- What sounds do you hear? (Falling curtain, sobbing, etc.)

Help the students consider why the film’s writers chose to use ornamental frames or backgrounds with a medieval flavour. Point out music and sound effects as well, like the buzzing of the bee.

**Step 4:** To facilitate the observation exercise, ask half the class to observe the actions of Poppety and the other half, Melody. Do the same with Leon and Bonifacio. Distribute the worksheet entitled “Observing a Character” (Appendix 2) and have them write down their observations (see Note 3).

**Step 5:** Stop the film at 2 min 30 s, then again at 2 min 39 s, to let the students meet the king, his daughter Molly and Melody the hedgehog, who arrive by boat at the home of Leon’s adopted parents, the Martins. Stop the film again at 2 min 47 s after the class has met the characters Hannibal, the Martins and Leon (in addition to Poppety, who they met at the very start). Invite the students to fill out their worksheets, then collect their initial observations.

- Who are the story’s characters? How are they dressed? Where does the story take place? During what era? What happens at the start of the story? What does the landscape look like?

**Step 6:** Continue watching the film to the end, pausing at the places suggested in the worksheet “Freeze Frame, Observe, Discuss” (Appendix 3) to let your students finish writing down what they observe.

**Step 7:** Divide the class into either pairs (younger students) or teams of four (older students). Invite them to exchange the observations they have noted on their worksheets. Guide the youngest through this process.

**Step 8:** Review the activity, using the following questions as ideas:

- What characters did you observe? What did they do at each stage of the story?
- Do Poppety and Melody react in the same way to situations? If so, how? What about Leon and Bonifacio? Can you name their strengths and weaknesses? Any other characteristics?
- How do Poppety and Melody seem to feel about each other at the start of the story? What about later on? What gives you clues as to their feelings? How does what they say help you understand their feelings? What about the images? Ornamental frames? Backgrounds?
- How does Leon feel about the Martins? About his forest mother? About Molly? About the king?
- How does Bonifacio act toward the other characters? How does he feel about them?
- How do the two plotlines develop through the film? (They develop in parallel at first, then merge at the end.)
- What images fired your imagination? Why?
- What did you think of the ending? How did you imagine the ending? What did the music add to the different scenes?
- What effect did the music have on you? What about the sound effects? What sounds are used to describe objects and actions? (E.g., tinkling sounds for the unicorn, running water for the lake, etc.)
- How did the writers choose to tell the story?



### Recap

Suggested duration: 60 minutes

Have students write a sequel to the story of Poppety and Melody, leaving them free to include the other characters or not. After exploring the world of **Poppety in the Fall**, you can have them watch the following films: *Leon in Winter*, *Molly in Springtime* and *Bonifacio in Summertime*. These animations feature the same cast of characters. You will find teaching guides for each film on the NFB website. These guides will let you go deeper into the narrative of each tale with your students (refer to the plotline in the references).

### Objectives

Depending on their ages, students should be able to explain how the story is built. They should also be able to describe the characteristics of the different personalities, their relationships with each other and their role in the overall plot.

### Notes:

- 1 This teaching guide is aimed at students aged 7 to 12. Accordingly, the questions and activities will need to be adjusted based on your group. The suggested duration of each activity is also an approximation, and could easily vary. With older children, you can use all of the proposed questions.
- 2 Like adults, children can have a range of experiences related to adoption and death. As the teacher, you are in the best position to determine how far to take these discussions, based on your group.
- 3 Worksheets have been designed for different ages: more simplified versions for the youngest, and more elaborated versions for older children. It's up to you to choose which version is best suited to your group.



### References

#### Websites

Folimage, official site of the French animation studio  
[folimage.fr/en/](http://folimage.fr/en/)

#### Ornamental Frames

The Digital Scriptorium, a growing image database of medieval and renaissance manuscripts  
[bancroft.berkeley.edu/digitalscriptorium](http://bancroft.berkeley.edu/digitalscriptorium)

About Illuminated Manuscripts – Lessons from the J. Paul Getty Museum  
[getty.edu/education/teachers/classroom\\_resources/curricula/manuscripts/background1.html](http://getty.edu/education/teachers/classroom_resources/curricula/manuscripts/background1.html)

Making Manuscripts, ArtBabble  
[artbabble.org/video/getty-museum/making-manuscripts](http://artbabble.org/video/getty-museum/making-manuscripts)

#### Unicorns

The Unicorn Tapestries (Metropolitan Museum of Art)  
[metmuseum.org/metmedia/interactives/adults-teachers/the-unicorn-tapestries](http://metmuseum.org/metmedia/interactives/adults-teachers/the-unicorn-tapestries)

La Licorne MUSÉE de CLUNY à PARIS (English)  
[alicornie.nl/aaitsartwork/artdecluny.html](http://alicornie.nl/aaitsartwork/artdecluny.html)

Wikipedia: Unicorn  
[simple.wikipedia.org/wiki/Unicorn](http://simple.wikipedia.org/wiki/Unicorn)

#### Middle Ages

Annenberg Learner Interactives  
[learner.org/interactives/middleages/](http://learner.org/interactives/middleages/)

#### Adoption (People and Animals)

Adoption Council of Canada. Based in Ottawa, the Adoption Council of Canada is a national non-profit organization that strives to inform, educate and provide Canadians with resources about adoption issues in Canada.  
[adoption.ca/who-we-are](http://adoption.ca/who-we-are)

Caring for Kids – Talking to your children about adoption  
[caringforkids.cps.ca/handouts/talking\\_about\\_adoption](http://caringforkids.cps.ca/handouts/talking_about_adoption)

SPCA – 12 Questions to ask yourself before adopting  
[spca.com/?page\\_id=4921&lang=en.&lang=en](http://spca.com/?page_id=4921&lang=en.&lang=en)

Society for the Prevention of Cruelty to Animals  
[spca.com/?lang=en](http://spca.com/?lang=en)

Defining Needs with Maslow's Hierarchy  
[parenteffectivenessstraining.blogspot.ca/2009/03/defining-needs-with-maslows-hierarchy.html](http://parenteffectivenessstraining.blogspot.ca/2009/03/defining-needs-with-maslows-hierarchy.html)

Maslow's pyramid on learnquebec site  
[learnquebec.ca/en/content/curriculum\\_elem/socialsciences/cycle3\\_resources/1820s\\_student/besoins.htm](http://learnquebec.ca/en/content/curriculum_elem/socialsciences/cycle3_resources/1820s_student/besoins.htm)

The Companion Animal Adoption Centres of Quebec  
[caacq.ca/home/](http://caacq.ca/home/)

#### Elements of a Story

Annenberg Learner  
[learner.org/interactives/story/index.html](http://learner.org/interactives/story/index.html)

Home of Bob, Story Elements and Children's Literature  
[homeofbob.com/literature/genre/fiction/ficElmnts.html](http://homeofbob.com/literature/genre/fiction/ficElmnts.html)

Paradigm, Online Writing Assistant  
[powa.org](http://powa.org)

Reading Rockets, Story Maps  
[readingrockets.org/strategies/story\\_maps](http://readingrockets.org/strategies/story_maps)

edHelper  
[edhelper.com](http://edhelper.com)

#### Filmography

*Bonifacio in Summertime*

*Leon in Wintertime*

*Molly in Springtime*

*Poppety in the Fall*



### Appendix 1: Basic Needs

Like people, animals have basic needs that must be met. This worksheet aims to help you understand those needs.

**Instructions:** In the first column, draw or briefly describe (in writing) the needs of each of the people or animals listed below.

- Me: \_\_\_\_\_ your portrait
- Baby fish: \_\_\_\_\_ a portrait of Little Fishy
- My animal: \_\_\_\_\_ a portrait of the animal you would like to adopt
- Leon: \_\_\_\_\_ a portrait of Leon

In the other columns, draw or briefly explain one way of responding to each of the needs listed in the top row.

Drawing/name	Food	Drink	Rest	Care	Exercise
Me					
Baby fish					
My animal					
Leon					



### Appendix 2: Observing a Character

#### Student handout

To adapt the observation exercise to young students, we've selected a few scenes, listed in the table below. In the right-hand column, we have indicated a number of possible answers. You can also explore other options with students, as well as choose other scenes if you wish or use scenes they have chosen as a starting point for noting their observations.

**Instructions:** Beside the name of the character of the student's choice, ask students to draw his or her head in the left-hand column, an action made by this character in the middle column, and a face expressing what the student has observed about this character in the right-hand column.

**Note:** Suggest that students use variations of the "smiley," which is easy and which they are very familiar with. They can use the basic form (a circle with simple marks indicating eyes, mouth and eyebrows) to indicate a range of moods: joy, sadness, fear, being threatening, and so on. Explain this to the younger students. Invite them to use the face of their choice to describe what they learn of the character's personality through his or her actions.

#### Start of the story

Draw Poppety or Melody (just their head)	What is your character doing as the story begins?	What have you learned about your character's personality at this stage?
05:16	<i>Poppety heads off into the forest. Melody follows him. They argue.</i>	<i>Poppety is grumpy. He is impatient toward Melody, angry that she has followed him to the forest. He doesn't know how to say things nicely and hides his real feelings.</i>
05:16	<i>Melody follows Poppety into the forest when he leaves the Martins' house.</i>	<i>Melody feels the same way as Poppety and wants to help him find Bonifacio. She doesn't give up even though Poppety is irritable with her.</i>

Draw Leon or Bonifacio (just their head)	What is your character doing as the story begins?	What have you learned about your character's personality at this stage?
08:58	<i>Leon is unable to sleep. He can't stop thinking about his forest mother.</i>	<i>Leon is sad because he doesn't know why his forest mother abandoned him. We know he loves his adopted mother because he tells her of his pain. She comforts him and tells him that his bear face looks cute on him.</i>
Start of film and 05:29	<i>Bonifacio hides; he doesn't want to be a storyteller anymore.</i>	<i>Bonifacio is unhappy about the curse. He doesn't want to be a storyteller anymore. He thinks only of his ugliness and not of the people of the kingdom, who are deprived of stories.</i>

#### Middle of the story

Draw Poppety or Melody (just their head)	What is your character doing midway through the story?	What have you learned about your character's personality at this stage?
10:28	<i>Poppety wants to set off on an expedition to the round cave, despite the rainy night.</i>	<i>Poppety is courageous and is not afraid to set out at night.</i>
10:28	<i>Melody protests and argues with Poppety, but ends up joining Jeannette and Bonifacio on their adventure.</i>	<i>Melody can also be grumpy when things do not go as she wishes. She shows team spirit in joining the others.</i>



Draw Leon or Bonifacio (just their head)	What is your character doing midway through the story?	What have you learned about your character's personality at this stage?
<b>19:02</b>	<i>Leon goes off with Poppety in a submarine to rescue Jeannette.</i>	<i>Leon is a courageous boy and proves it all the way through the story. He is not afraid to plunge into an adventure to find Jeannette, who has been kept in the cave.</i>
<b>11:50</b>	<i>Bonifacio explores the cave with Jeannette.</i>	<i>When he has to, Bonifacio is able to work together with others to find a solution to his problem.</i>

Draw Leon or Bonifacio (just their head)	What is your character doing at the end of the story?	What have you learned about your character's personality at this stage?
<b>21:45</b>	<i>Leon listens to the story his forest mother tells him. When she has finished, he extends his hand to her.</i>	<i>Leon is full of good feelings. When he holds out his hand to his forest mother, we understand that he forgives her for abandoning him, since he now understands that she wanted to save him from starving to death.</i>
<b>25:21</b>	<i>When Bonifacio is tossed back to the surface by the whale's spout, he tries to save himself. He is chased by the other characters, who call him all sorts of names.</i>	<i>Bonifacio is the bad guy of the film. He isn't able to make friends because he always wants to be the strongest of the bunch, and he plays dirty tricks on other people.</i>

### End of the story

Draw Poppety or Melody (just their head)	What is your character doing at the end of the story?	What have you learned about your character's personality at this stage?
<b>25:48</b>	<i>In an ornamental frame, Poppety and Melody are seen smooching with their snouts.</i>	<i>Poppety has loved Melody for a long time, but hides it beneath his irritability.  Melody knows that she loves Poppety and is not afraid to say so. These two characters love each other!</i>



### Appendix 2: Observing a Character

#### Student handout — simplified version

**Instructions:** In the left-hand column beside the name of your character, draw his or her head. In the central column, make a drawing that represents an action your character has made; and in the right-hand column, draw his or her face to express what you have observed of this character's personality.

**Note:** If you like, just use simple "smiley face" drawings to express the person's mood: joy, sadness, fear, being threatening and so on.

#### Start of the story

Draw Poppety or Melody (just their head)	What is your character doing at the start of the story?	What have you learned about your character's personality at this stage?
Draw Leon or Bonifacio (just their head)	What is your character doing at the start of the story?	What have you learned about your character's personality at this stage?

#### Middle of the story

Draw Poppety or Melody (just their head)	What is your character doing midway through the story?	What have you learned about your character's personality at this stage?
Draw Leon or Bonifacio (just their head)	What is your character doing midway through the story?	What have you learned about your character's personality at this stage?

#### End of the story

Draw Poppety or Melody (just their head)	What is your character doing at the end of the story?	What have you learned about your character's personality at this stage?
Draw Leon or Bonifacio (just their head)	What is your character doing at the end of the story?	What have you learned about your character's personality at this stage?



### Appendix 2: Observing a Character

#### Student handout — elaborated version

To help you follow Poppey, Melody, Leon or Bonifacio, use this worksheet for each character throughout the film's five key sequences.

Character's name: \_\_\_\_\_

**1. First situation:** Who are the characters in this tale? What happens as the story begins? Where does the story take place (location)? What period and season does the story take place in? Provide a brief description.

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Where is your character at the start of the story?	What is your character doing at this point in the story?	Who is your character with?	What have you learned about your character's personality (good points, bad points, etc.)?

**2. Trigger event:** What has happened to disturb life in the kingdom? Explain your idea briefly.

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Where is your character (location)?	What is your character doing at this point in the story?	Who is your character with?	What have you learned about your character's personality (good points, bad points, etc.)?

**3. The quest:** What challenge or problem must your characters overcome? Provide a brief explanation.

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Where is your character (location)?	What is your character doing at this point in the story?	Who is your character with?	What have you learned about your character's personality (good points, bad points, etc.)?

**4. Resolution of the problem:** What do your characters do to solve the problem? Briefly describe the situation.

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Where is your character (location)?	What is your character doing at this point in the story?	Who is your character with?	What have you learned about your character's personality (good points, bad points, etc.)?

**5. Final situation:** How does the adventure end for the characters? Briefly describe what happens.

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Where is your character (location)?	What is your character doing at this point in the story?	Who is your character with?	What have you learned about your character's personality (good points, bad points, etc.)?



### Appendix 3: Freeze Frame, Observe, Discuss

Below is a selection of scenes from *Poppety in the Fall* that will help your students better understand the plotline. These scenes also draw attention to various aspects of the film, including each character's actions and attitudes as well as the use of music, sound effects, sets, framing, illuminated manuscripts and so on. For each scene, stop the film at the time indicated in the left-hand column (*Excerpt*). Collect your students' initial reactions, then resume the film so that they can hear the sounds and music and make other discoveries.

Excerpt	Scene summary
05:16	Poppety heads off into the forest, followed by Melody. They argue. Then Melody tells Poppety that she believes the same thing he does: that they must find Bonifacio to restore stories to the kingdom. Poppety then tells her his secret: he knows where Bonifacio is hiding.
06:06 06:22	Melody and Poppety find Bonifacio hiding in a treetop cabin. They learn that he has fallen under a terrible curse after taking the unicorn's horn. Bonifacio feels ugly now, and no longer wants to be a storyteller. Poppety tells him he must be a storyteller because if not, the entire kingdom will be bored forever. Bonifacio doesn't care, saying he and his stupid wolf's head will hide forever. Poppety thinks that Miss Jeannette might be able to help them.
06:12	The unicorn's horn gleams and sparkles in the cabin where Bonifacio is hiding.
07:03	In the meantime, the king is bored to death—almost literally. Leon, the Martins and Hannibal desperately try to entertain him, but without success.
07:53	Seen in an ornamental frame, Miss Jeannette's house appears. It is night. Bonifacio appears with Poppety and Melody. Jeannette immediately guesses that Bonifacio has taken the unicorn's horn. She explains that a dear friend of hers was cursed for the same reason and was turned into a bear. Then she remembers the Belly of the Earth, a sacred place where the unicorn lives. She believes the curse can be undone there.

Excerpt	Scene summary
08:58	Meanwhile, Leon is finding it hard to sleep. He can't stop thinking about his forest mother. He asks his adopted mother, Mrs. Martin, if his mother abandoned him because of his bear face. Mrs. Martin told him no, that his bear face was cute on him. Then she gave him a hazelnut that she had found that morning and that made her think of him. She tells him, "For every hazelnut planted, a wish is granted."
09:28	Poppety and Melody sing a childhood refrain. The song tells of a "round and hollow" cave where the Belly of the Earth can be found. Hearing them sing, Jeannette wonders if the cave is a clue.
10:28	Poppety wants to set off right there and then to find the cave, even though it's a rainy night. Melody protests, arguing with Poppety. However, she ends up joining him, Jeannette and Bonifacio on the adventure.
11:44	Bonifacio and Jeannette reach the round cave and begin exploring. Poppety and Melody continue arguing. Suddenly, a torrent of water sweeps the four of them away. Poppety saves Melody from drowning and holds her tightly.
12:05	Back at the Martins', the king is faring badly. In a weak voice, he repeats that he is bored to death. He wants someone to tell him a story. Molly reminds him that there are no more stories. Hannibal, convinced that the king is about to expire, runs out of the house in tears. Mr. Martin observes that the king is in fact sleeping, but is very weak.
12:58	Somewhat bashfully, Melody thanks Poppety for having saved her from drowning. Poppety finds Melody's behaviour weird. But Jeannette tells him that it's nothing more than the start of a love story. Poppety flatly rejects the notion, saying that it's got nothing to do with him and Melody. Then he asks Jeannette point-blank if she has children. Jeannette replies that she doesn't, and becomes very sad.
13:56	In the cave, Bonifacio, Jeannette and the hedgehogs tumble onto the back of a whale after being borne aloft by its spout. Poppety explains to the whale that they are looking for the Belly of the Earth. The whale replies that this is a precious secret, one that she will reveal only if they tell her their secrets. They all obey except for Jeannette.



Excerpt	Scene summary
<b>14:56</b>	Jeannette, whose face appears onscreen in an ornamental frame, explains to the others that she cannot reveal her secret. Because of this, the whale denies her entrance to the Belly of the Earth. She lets the others in, though, saying: "The three of you may now enter the Belly of the Earth, where all stories are born."
<b>16:11</b>	Bonifacio gives the horn back to the unicorn, who is peacefully snoozing in the Belly of the Earth. This act restores his own face back to him. He splashes excitedly in the lake, shouting that he is now the king of the world.
<b>17:27</b>	Meanwhile, Hannibal is busy digging a hole in the ground because he believes that the king has died of boredom. He is in tears. Leon and Molly ask him what he is doing. The king appears beside the hole and reassures Hannibal that he is "fit as a fiddle." Hannibal says he has dug a hole for nothing. Leon pulls out the hazelnut that his adopted mother had given him and says he would like to plant it in the hole.
<b>18:13</b>	The king, Molly, Leon and Hannibal are in a boat propelled by a swarm of bees, friends of the little bee. They stop at Miss Jeannette's house and learn that she is a prisoner beneath the lake.
<b>18:40</b>	Leon and Poppety get set to board the submarine to rescue Jeannette. They are watched tenderly by Leon's mother, who tells her son to be careful. The king and Hannibal pump air into the submarine so that Leon and Poppety can breathe.
<b>18:46</b>	Melody and Poppety appear framed against a background of hearts. She asks Poppety if he loves her. He replies yes.
<b>19:18</b>	Molly shouts out a warning to her father. Bonifacio, giving into an evil impulse, has snuck up to the boat to snatch the king's golden crown. In the uproar, water enters the submarine, nearly drowning Poppety and Leon. Hannibal succeeds in pumping out the water with his trunk, saving them. However, a current pulls them deeper into the lake. Little Fishy swims to the surface to alert the others.
<b>21:26</b>	Leon appears in an ornamental frame. The whale asks if he is indeed Leon, then tells him she already knows his secret.

Excerpt	Scene summary
<b>21:35</b> <b>21:45</b>	Eyes wide, the whale repeats: "You may now enter the Belly of the Earth, where all stories are born." The opening leading to the Belly of the Earth raises like a theatre curtain.
<b>21:45</b>	Leon, who has entered the Belly of the Earth with Hannibal, sees Jeannette sitting on a rock, looking very sad. She reveals the secret of his birth, explaining that she had to give him to a couple of beekeepers to save him from dying of hunger. Leon understands, and extends his hand to her.
<b>24:23</b>	The whale rises to the surface, balancing Bonifacio atop her spout and carrying the king and his boat on her back.
<b>24:39</b>	Close-up on the whale's face. The whale offers to turn Leon into a regular child, but he says he likes his bear face. The whale also suggests to Hannibal that he adopt Little Fishy, who leaps about with joy at the idea.
<b>25:21</b>	The whale dives back into the deep, leaving the boat on the water's surface. Bonifacio falls into the water. The king calls to everyone to catch Bonifacio. They jump into the water, calling him all sorts of names.
<b>25:48</b>	Seen in a heart-shaped frame, Poppety and Melody touch snouts. They are in love.
<b>26:10</b>	Credits. The curtain rises on an image of Hannibal, seen in silhouette sitting on the dock. Bonifacio tells what has become of everyone. A curtain rises to reveal how Bonifacio's story ends: he's the storyteller! Medieval music plays softly in the background throughout the credits.

