

Maya, Give Me A Title!

(Maya, donne-moi un titre!)

Teachers' Resource Pack



Second Level I

This resource aims to:
Support and extend working with film in the classroom

Develop confidence in Moving Image Education approaches and working with
21st Century Literacy/ moving image texts

Maya, Give Me A Title! (Maya, donne-moi un titre!)
Dir: Michel Gondry
France, 2024 / 1h1m

French with English subtitles

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Maya and her dad, Michel Gondry, live in two different countries. In order to stay in touch, her dad asks her every evening, “Maya, give me a title”. Based on her answer, he creates a short animated reply in which Maya is the hero. Michel Gondry brings to life a poetic and amusing journey that will have the little ones dreaming... and the grown-ups smiling.

Age and stage recommendations, including CfE objectives:

LIT 2-02a, LIT 2-07a, LIT 2-20a, LIT 2-24a

MLAN 2-05b, MLAN 2-08b, MLAN 2-11d

EXA 2-02a

This film is colourful, fun and will engage learners with short stories that transport the viewers into a safe world made of paper where anything is possible and everything can be fixed. It is a testament that any setting, character or object can be the start of a creative story, which is something some of our less confident learners can find tricky. It also explores the world of multimedia and how short animations can easily be created using everyday items like paper, scissors, Sellotape and a camera. This film will light up the creative spark in many learners.

Before watching the film:

Activity 1: What can you guess from the poster? (Literacy)

See poster in **Appendix 1**

As a class, look at the poster and discuss the following questions.

Elements of the poster

- What is the title of the movie?
- Are there any actors?
- Why is there a narrator?
- What technique was used by the director to create this film?

Impact of the poster

- Does the poster make you want to see the movie? Why/Why not?
- Who do you think the target audience is?

General

- What do you think the story is about?
- Who is Maya? What is the relationship between Maya and the film director?



Activity 2: Discussion (Media literacy)



Discuss the following points:

Look at the picture above and answer the questions:

- Is this film an animation or a live action film? Why?
- What do you think is the purpose of combining both live action and animation?
- Is it a true story or an imaginary one?
- Recently Disney have been remaking some of their animated films into live action films. Can you think of some examples?
- Do you prefer animations or live action movies? Why?
- What is the difference between storytelling and story reading? You can use the cards from **Appendix 2** to do a sorting activity or to feed the discussion.
- Do you prefer being told a story or being read a story? Why?
- Who usually tells stories? (parents, grand-parents, teachers, friends...?)

Michel Gondry explains that he takes 12 pictures to create 1 second of animation.

Encourage your learners to work out how many pictures were required to make the first animation “Maya Watches the Earthquake”, knowing that this animation starts at 4 min 45 and ends at 11 minutes 39.

Depending on the ability of the learners, you can break it down into several single-step problems:

- How long is the first animation in minutes and seconds?
- How long is the first animation in seconds?
- How many pictures were taken to create that first animation?

Or you could tell them how long the animation is (414 seconds) and ask them to work out how many pictures were taken.

If you want to practise with more animations, here are the timings:

- “Maya Makes a Bird” starts at 12 min 02 and ends at 15 min 50.
- “Maya Takes a Bath” starts at 16 min 05 and ends at 21 min 23.
- “Maya, the Mermaid” starts at 21 min 38 and ends at 25 min 53.
- “Mommy is Going on a Trip” starts at 26 min 15 and ends at 28 min 11.
- “Maya in the Sea with a Bottle of Ketchup” starts at 30 min 53 and ends at 38 min 43.
- “Maya and the Hammock” starts at 38 min 44 and ends at 45 min 42.
- “Maya, the Policewoman, and the Three Cats” starts at 45 min 59 and ends at 55 min 44.
- “Maya and the Magical Animals” starts at 56 min 06 and ends at 58 min 59.

Extra challenge: Encourage your learners to work out how many pictures were required to make all these animations together?

Activity 4: **Create an acrostic (Literacy)**



In “Maya and the Hammock”, the dad creates an acrostic with the word ‘Hamac’, which explains what a hammock is.

Ask your learners to pick a noun and write an acrostic; describing/explaining what the word means. Remind them they are allowed to write more than one word for each letter. See example below (also in **Appendix 3**)

For example:

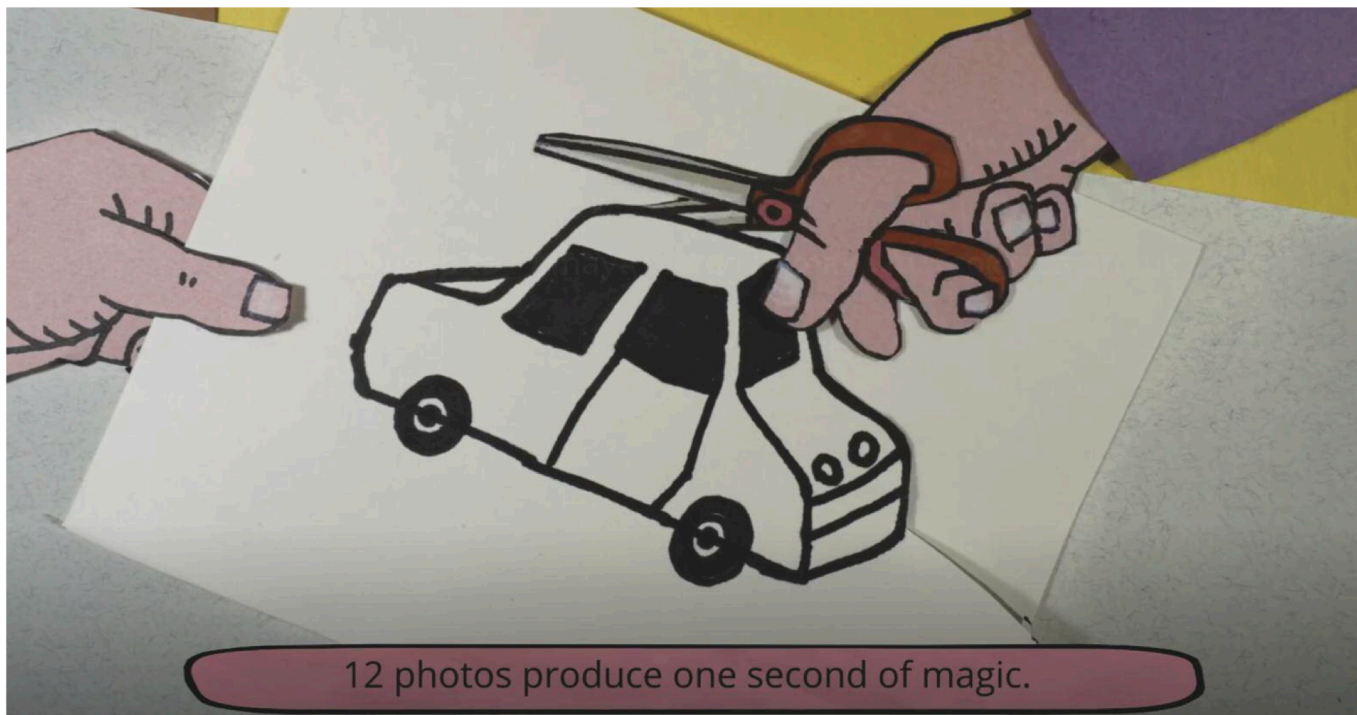
- Domesticated animal
- Often wants to play
- Great companion!

This activity can be completed individually or as a group.

Question to consider: How did Michel Gondry make sure that the viewer knows it’s an acrostic?

He used paper cuttings of capital letters for the first letter of each line, whereas the rest is just written on the background paper. That way, the word HAMAC is clearly highlighted.

Activity 5: **Animate your acrostic (ICT)**



The stories that Michel Gondry sent to his daughter were all paper cut animations where the characters are flat, cut out of paper, card or fabric placed on a background.

Example: [Maya Activity 5 example – mov file.](#)

The earlier animations showed hands moving items and strings being pulled. However, Michel then discovered stop-motion animation, where you take a lot of pictures, moving the character slightly between each picture and then playing the pictures fast.

Ask your learners to animate their acrostic poem. They can use any stop-motion animation app.

The free version of Stop Motion Studio is straightforward to use.

1. Take a picture of the background paper.
2. Cut out the first letter of the word and place it, then take a picture.
3. Write the next letter next to it and take a picture.
4. Keep going letter by letter until you have the full acrostic.
5. Go to settings and choose the speed you want to play the pictures. 12 pictures per second works well.

Top tips:

- Use a stand or find a way to prop the phone or tablet up so it does not move between pictures.
- Find a way to make sure the background is always placed in the same position after a letter is added. Making the gridlines visible on the screen can help with that.

Activity 6: **What is onomatopoeia? Match the French onomatopoeia to the English equivalent (Literacy)**

Watch the video 'Onomatopoeia Writing For Kids' with your class:

https://www.youtube.com/watch?v=_qW6677kmVo&t=1s

Make sure you pause the video at appropriate times for your learners to 'Think, Pair, Share' their ideas. Towards the end of the video, 2 activities are offered to the learners:

1. My onomatopoeias:

You may want your class to have a whiteboard or jotter ready for the first activity, where they have to think of onomatopoeia for each letter of the alphabet. This activity can be completed individually or in small groups, depending on how much time you have.

2. Make a picture from a Comic:

Your learners will need a blank piece of paper for this activity (A5 size should be enough). You could also provide them with a simple A5 frame to represent a panel of the comic. Your learners will be asked to draw their illustration and use an appropriate onomatopoeia to describe the action or situation.

Once your class are familiar with onomatopoeia, complete the French activity 'Onomatopoeias Match-up' in **Appendix 4** where they will have to link the sounds from the film to the English equivalent. It is a great opportunity for the learners to realise that each language has its own onomatopoeias. Animal sounds are particularly fun to investigate in other languages and will pique the interest of your learners.

Activity 7: **Create your own story (Creative writing)**

Michel Gondry created lots of stories based on the titles Maya gave him. Sometimes, the combination of random items creates weird and wonderful stories. It is now your learners' turn to be creative.

Organise your learners into groups of 4. Ask one learner to choose a character at random, ask someone else to choose a setting and ask one more person to choose an object. For example, they might come up with the words dog, space and magnifying glass, and they must then write a story where the main character is a dog, set in space and include a magnifying glass in some way.

Remind the learners that the great thing with storytelling is that it does not have to be realistic. Anything can happen! So, let's get creative.

Top tips: We have created cards offering options for characters, settings and objects that can be printed and cut out for pupils to pick from to make this process easier (see **Appendix 5**). You may want to print the characters, settings and objects onto different coloured sheets to keep each set separated.

Appendix 1



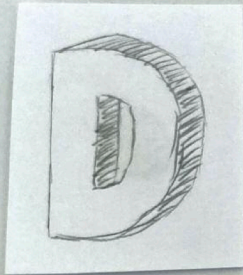
Story telling or story reading

Has been part human culture for thousands of years.	Started rather recently, when books became more accessible.
Only requires a voice.	Requires a book.
The story can be adapted based on the audience's reaction.	The story is set and will not change.
The story can be brought to life using different voices, sound effects and props.	The story can be brought to life using different voices, sound effects and pictures.

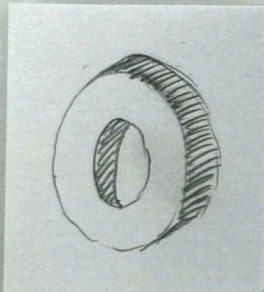
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Appendix 3



omesticated animal



ften wants to play



reat companion !

12

VRRROOOOOM •

- **BEEP BEEP**

CLIC •

- **WOOF WOOF**

BIP BIP •

- WHIRRR

POUM •

- **CLICK**

BOUM •

- **THUMP**

CUI CUI CUI •

- **BANG**

WAF WAF •

- **RING**

DRING •

- **BOOM**

PIN PON •

- **TWEET TWEET**

PAN •

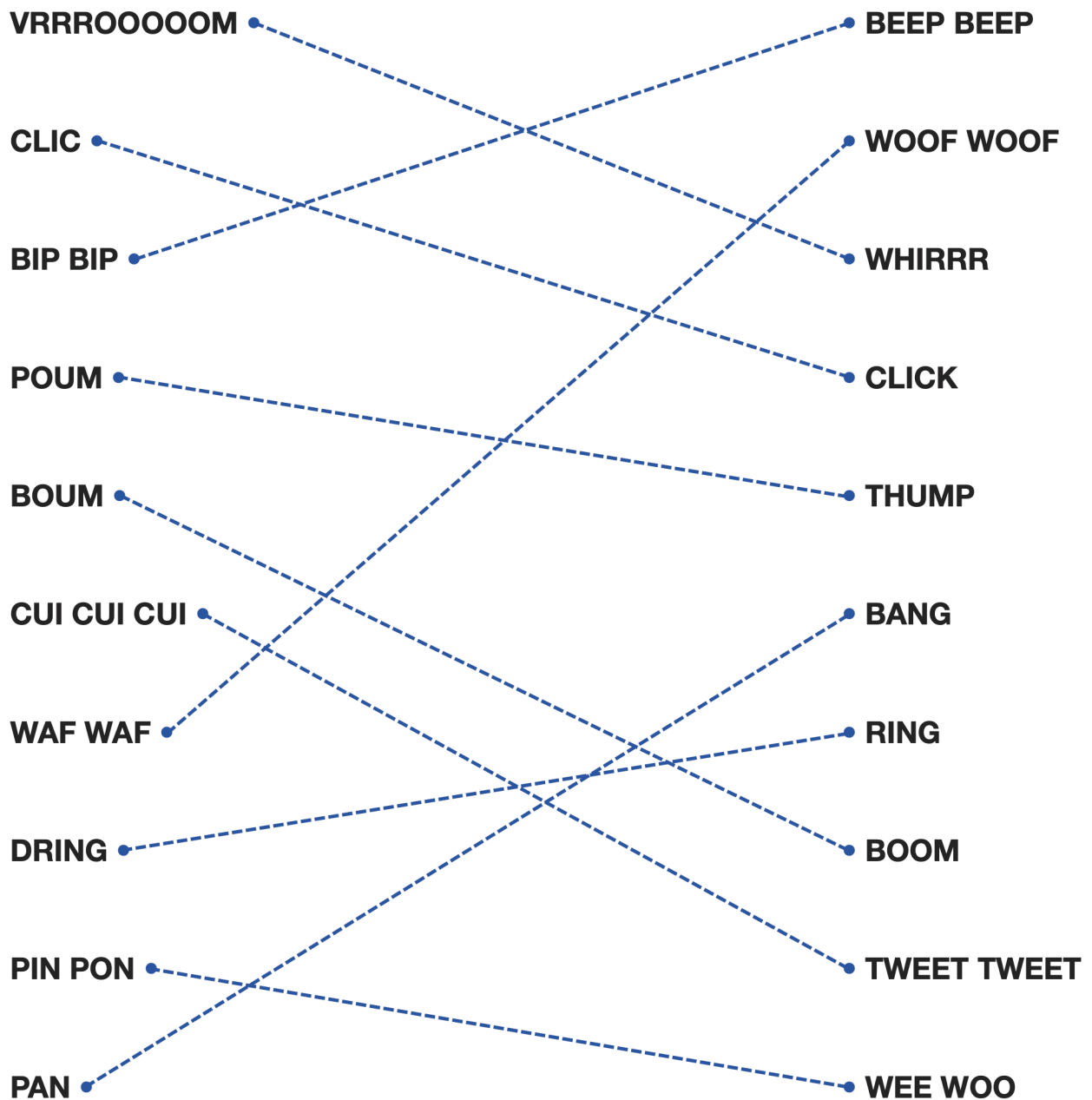
- **WEE WOO**



Appendix 4: Answer Sheet

Onomatopoeias Match-up

Draw a line to join the French onomatopoeias to their English translation.



Objects

mayonnaise	a guitar	a plane
a canoe	doughnuts	a spaceship
a car	a bicycle	a hammer
a key	a camera	a banana
a magnifying glass	a mirror	a rolling pin
a balloon	a chair	a flower
strawberries	a toothbrush	a hat
a treasure	a sock	a bag

Characters

a happy character	a surprised character	an angry character
a kitten	a grandmother	a grandfatherp
a baby	a dog	a dad
a rabbit	a mermaid	a mum
a dragon	a brother	a fairy
a superhero	a horse	a bird
a unicorn	a doctor	a police officer
a firefighter	a teacher	a sister

Appendix 5

Settings

volcano	at the seaside	in the mountains
Eiffel Tower	in a forest	a bathroom
a bedroom	an attic	a shed
a garden	under the sea	in space
on the moon	a kitchen	in a classroom
in a park	in a supermarket	underground
in a theatre	in a hospital	on a rooftop
in a desert	on a desert island	in a jungle