



Look! (Kijk!)

Dir: Udo Prinsen

The Netherlands / 4m50s

Synopsis

Look! (Kijk!) combines Dutch sign language with animation to create an entertaining and informative short film.

A Dutch Sign Language interpreter is starting a lesson. As she is teaching, the signs for animals and plants come to life through the animation. The animals -including a hedgehog, monkey, eagle, goat, tiger - are more enemies than friends and are soon chasing each other. The teacher creates a big cage in which she locks the animals and peace is restored. But not for long...

Before the film

You can view a short trailer for the film here <https://youtu.be/owSWJFeVPLU>. After watching the trailer discuss how the teacher created the eagle sign with her hands before and while the animated eagle appeared. Try to decide what signs she will use for the other animals seen in the trailer (hedgehog, mole, monkey, flea and plant).



After the film

Discuss with the children how the signs for the animals and plants were made.

The signs for eagle, grass blowing in the wind, goat, flower growing, hedgehog, sunflower, mole, flower opening, jumping flea, bush, small monkey, snapping plant, and tiger can be viewed again here: <https://vimeo.com/59008047>

Signing Activities

Pause the animation at each new sign and have the children try to repeat the action for the sign themselves. This film allows children to experience and explore how people with hearing loss communicate with others.

This film is filmed using Dutch sign language. In Britain the language of the deaf community is British Sign Language (BSL) and the signs used as part of this are called Makaton.

Makaton is designed to support spoken language – signs are used with speech, in spoken word order to help children and adults to communicate. Using signs can help children who have no speech (either because they have communication difficulties or are very young) or whose speech is unclear.

Makaton is a visual way to develop communication skills, which helps stimulate sounds and words. This visual way of communicating in turn helps to encourage language development, i.e. putting words together. Makaton helps understanding, giving the child or adult an extra visual clue.

Makaton signs help convey meaning, because the signs give an extra clue when speaking. Makaton is the sign and symbol language used in the CBeebies show ‘Something Special’ presented by Justin Fletcher. On the ‘Something Special’ BBC website there are several stories, songs and signs which are easily shared with children, and you can find the site by following this link: <http://www.bbc.co.uk/cbeebies/shows/something-special>

There are also some free resources on Makaton Charity site: <https://www.makaton.org/aboutUs/charityNews/monkey-puzzle-song>. One in particular includes a video in which Julia Donaldson herself signs for her monkey puzzle book in song form. After reading the book to the children, watch, learn and join in with the chorus of the song on the video. (Notice that the sign for monkey in Makaton and in the film *Kijk!* are the same).

I recognise that we have similarities and differences but are all unique. **HWB 0-47a/ HWB 1-47a**

I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. **ENG 1-03a**



Senses Activity

The film is also a good starting point for a class topic on senses.

After discussing the five senses with the children, have them think about what it might be like if one of our senses didn't work as well as it should? How would we cope? Remind them how people with hearing loss use signing to help communicate.

To help the children experience this, have them complete a sensory walk noticing all the things they can see, hear, smell and touch in the playground or local area. They can record this on the sheet provided.

After discussing what they observed, ask the children to temporarily remove one of their senses by either asking them to close their eyes or block out sounds by putting their hands over their ears.

Ask them if they heard anything different when they closed their eyes, or with their ears covered did they spot anything else. Then discuss what it felt like to take away one of their senses. Ask them to think of things that would support children who have a hearing or sight loss in school; suggestions might include clear visual signs and information, uncluttered corridors etc.

*I can identify my senses and use them to explore the world around me. **SCN 0-12a***

*I have explored my senses and can discuss their reliability and limitations in responding to the environment. **SCN 1-12b***

Sensory Walk – Draw or write what you can see, hear, smell and touch.

What can you see?



What can you hear?



What can you feel?



What can you smell?

