



EDUCATION SCREENINGS

***Oddball* Education Screening**

Dear Teachers,

Welcome to the Milwaukee Film Education Screenings! We are delighted to have you and thankful that so many Milwaukee-area teachers are interested in incorporating film into the classroom! So that we may continue providing these opportunities, we do require that your class **complete at least one activity** in conjunction with the screening of *Oddball*. Your cooperation ensures that we are able to continue applying for funding to bring in these films and offer them to you (and literally thousands of students) at such a low cost.

This packet includes several suggestions of activities and discussion questions that fulfill a variety of Common Core Standards. Let me know if you need a different file format! Feel free to adapt and modify the activities for your own classroom. Students could also simply journal, blog, or write about their experience.

You can send evidence of the work you did to integrate the film into your classroom electronically or by mail. This could include: links to online content, Google Drive folders, scanned material, photocopied or original student work concerning the film/film-going experience or even your own anecdotal, narrative accounts. **We should receive this evidence of your integration of the film into your classroom by December 31, 2016.** All of what you send us will help us write and fulfill the grants that allow us to bring these films to you and your students at such a low cost. We may also post some of the best work on our website (with students' first names and school only) later in the semester (if you would prefer we not share your students' work publicly, please let me know).

There is an Essay Contest in this packet! Submit writing from your students in response to the standard prompt we offer here by November 21, 2016 for consideration. A panel of judges will select the best essay and a runner-up in each grade range to receive a bookstore gift certificate as a prize. See the Essay Contest handout in this packet for more details.

Send student work or evidence via email to cara@mkefilm.org or by mail to:
Milwaukee Film
Attn: Cara Ogburn, Programming and Education Director
229 E Wisconsin Ave, Suite 200
Milwaukee, WI 53202

All screenings of *Oddball* with post-screening discussion additionally fulfill the following Common Core ELA Literacy Standards for Speaking and Listening: SL.4.1-4, SL.4.6; SL.5.1-4, SL.5.6, SL.6.1-4, SL.6.6

Thanks again, and we'll look forward to seeing you next year!

Cara Ogburn
Programming and Education Director, Milwaukee Film



Additional Support provided by the Greater Milwaukee Foundation - Grace G. Horn Fund, Gene & Ruth Posner Foundation, Woman's Club of Greater Wisconsin Foundation, and Anonymous.



***Oddball* Curriculum Packet Contents**

Oddball provides teachers and students an opportunity to explore a variety of issues surrounding habitat conservation, geography, and family dynamics. The following activities are designed to connect students' experiences viewing *Oddball* to other relevant events, texts, and themes while employing high order thinking.

Many of the activities can be completed before the film viewing to get students thinking about the topics and themes the film presents. Whether a film activity is recommended before or after the film screening can be found in the ⇒ **TEACHERS!** section for each activity.

The order provided here is the recommended order for the activities provided in this packet.

Before and during the screening:

Pre-Screening Activity for *Oddball*: The Story of A Dog, Little Penguins, & A Chicken Farmer English Language Arts

*Get ready for your field trip to the Milwaukee Film Education Screening of *Oddball* by building background knowledge. By visiting the film's official website, students will meet the main characters of this heart-warming story: penguins, a sheepdog, and an eccentric chicken farmer!*

Common Core-English Language Arts (CC-ELA) Literacy Standards: RL4.1-2, RL5.1-2, RL6.1-2, RI4.1, RI4.4, RI4.7, RI5.1, RI5.4, RI5.7, RI6.1, RI6.4, RI6.7, W4.2, W4.7, W5.2, W5.7, W6.2, W6.7, SL4.1-6, SL5.1-6, SL6.1-6

The Oriental Theatre: A Historic Milwaukee Landmark

After the screening:

Exploring Penguin Species: Flightless, Feathered, and Flipped Friends

Science/English Language Arts

The world's smallest penguin species, aptly named Little or Fairy Penguins, waddled their way across Middle Island and into the hearts of the Australian people. The Little Penguins are only one of nearly twenty penguin species in the world. Students will learn more about them and another penguin species of their choosing.

Common Core-English Language Arts (CC-ELA) Literacy Standards: RL4.1-4, RL5.1-4, RL6.1-4, RI4.1-5, RI4.7, RI4.9, RI5.1-5, RI5.7, RI5.9, RI6.1-4, RI6.7, W4.2, W4.4-9, W5.2, W5.4-9, W6.2, W6.4-9, SL4.1-6, SL5.1-6, SL6.1-6

From Generation to Generation: Catching Time in a Bottle

Social Studies/Guidance/English Language Arts

Older relatives and community members, like grandparents, teachers, and coaches, pass down stories of their experiences and knowledge of what the world was like when they were younger. Students will attempt to capture a moment in time by planning to make their own time capsule for the year 2016 to share with future generations.

Common Core-English Language Arts (CC-ELA) Literacy Standards: RL4.1-3, RL5.1-3, RL6.1-3, W4.2, W4.4, W4.7-8, W5.2, W5.4, W5.7-8, W6.2, W6.4, W6.7-8, SL4.1-6, SL5.1-6, SL6.1-6



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Dogs With Jobs: Woof! Woof! Work!

Social Studies/Science/English Language Arts

Wet noses, warm hearts, and wagging tails. Dogs are man's best friend, a favorite pet of many people, but some dogs fulfill other roles, too. Those dogs are working dogs, helping people to be independent, safe, and secure. Students will explore several different types of jobs dogs do to assist and support humans in everyday life.

Common Core-English Language Arts (CC-ELA) Literacy Standards: RL4.1-3, RL5.2-3, RL5.5, RL5.7, RL6.2-3, RL6.5, RL6.7, RI4.3, RI4.5, RI4.7, RI5.2, RI6.2-3, W4.2-5, W4.7-9, W5.2-5, W5.7-9, W6.2-5, W6.7-9, SL4.1-6, SL5.1-6, SL6.1-6

The Middle Island Maremma Project: Superhero Sheepdogs and Chickens in Dinner Suits

Social Studies/Science/English Language Arts

The story of Oddball is based on a true story. Are you wondering how the story of the penguins on Middle Island continues in real life? Find out more about the conservation project that thrives to this day by researching on their website. See how the penguins, dogs, and people of the small Australian town work together on this important project.

Common Core-English Language Arts (CC-ELA) Literacy Standards: RL4.1-4, RL5.1-4, RL6.1-4, RI4.1-5, RI4.7, RI4.9, RI5.1-5, RI5.7, RI5.9, RI6.1-4, RI6.7, W4.2, W4.4-9, W5.2, W5.4-9, W6.2, W6.4-9, SL4.1-6, SL5.1-6, SL6.1-6

Essay Contest

Submit your students' writing to be considered for prizes! Writing for the Essay Contest will fulfill Writing Standard aims.



Additional Support provided by the Greater Milwaukee Foundation - Grace G. Horn Fund, Gene & Ruth Posner Foundation, Woman's Club of Greater Wisconsin Foundation, and Anonymous.



Pre-Screening Activity *Oddball: The Story of A Dog, Little Penguins, & A Chicken Farmer*

Teacher Resources

- *Oddball* Official Film Website: <http://oddballthemovie.com.au>

⇒ **TEACHERS!** This activity is intended to be done prior to attending the Education Screening of *Oddball*. This pre-film activity introduces the concept of the film to students via the film's official website. Engaging students in a discussion of the film before seeing the entire feature allows students to gain familiarity with the film, understand the concept of the film, recognize story elements such as character and problem, make predictions, and raise their engagement level as active thinkers while viewing the film.

Directions

1. Lead a discussion to get your students ready to make the most of your visit to the 2016 Milwaukee Film Festival Education Screenings by actively thinking about storytelling on film, specifically using the feature film you'll be seeing, *Oddball*. Gather students together, and guide the discussion:
 - a. Explain to students that they will be attending an Education Screening at the 2016 Milwaukee Film Festival, a field trip to the movies! Activate background knowledge and connections regarding the festival, film festivals in general, seeing a movie in a theater, or watching movies.
 - b. Share that this is a unique opportunity to see films from all over the world that normally are not screened at big movie theaters. The film they'll be seeing is from Australia. Locate Australia on a map and allow students to share background knowledge.
 - c. "The name of the film you will be seeing is *Oddball*. What does the word oddball mean?" Take time to define and find synonyms for the word 'oddball'. "Since this is the title of the film, what do you think this film will be about?" Briefly discuss.
 - d. "Surprisingly, *Oddball* is the name of one of the main characters in the film, and *Oddball* is a dog! Let's find out more about why a dog named *Oddball*, living in Australia, had a movie made about him."

- e. Share the film's official website and project it so all students can see it: <http://oddballthemovie.com.au>. Click on the "STORY" tab on top to share the synopsis. Explain that a *synopsis* is a brief summary of a film's storyline. Read aloud the synopsis and give students time to turn and talk about their thoughts:

Oddball is the heart-warming true story about an eccentric chicken farmer (Shane Jacobson) who, with the help of his granddaughter, trains his mischievous dog to protect a wild penguin sanctuary from fox attacks and in the process tries to reunite his family and save their seaside town."

2. Sharing the Film Website

- a. Have students turn and talk to each other about what they think the problem of the film's story is, then share out some ideas together. (Problem: Wild penguins are being attacked by foxes and their population is dwindling.) Once the problem has been established, explore the questions: "Why do you think this is a problem? Why do the penguins need to be saved? What will happen if they are not saved?"
- b. Take the time to identify characters shown in the website and write them where all students will be able to see them for the last part of the activity. Specific names aren't necessary, as most are not introduced. Some characters to include:
- Penguins
 - Oddball (the dog)
 - Chicken farmer (grandfather to the little girl)
 - Emily (daughter of farmer, mother to Olivia)
 - Olivia (little girl, granddaughter)
 - Dog catcher

3. Making Predictions

- a. "Now that we have some information about the film: its characters, problem, and setting, our minds are already wondering more about the film's storyline and resolution. Doing thinking about the film before we see it, helps us rev up our minds to get ready to notice all the details we haven't viewed yet. In the meantime, we will all be thinking about how all of the film's story elements are connected, and especially about if and how the problem will be resolved."
- b. Set students up in partners, small groups, or individually to make predictions about the film. They will be responsible for discussing their predictions regarding problem/resolution, characters, or other details they feel will come into play. Using what they have already learned and discussed, students may write, sketch, or storyboard (comic panels) their predictions. Before you give students time for this work, read the synopsis again so they can continue to familiarize themselves with the story.



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- c. Students take time to work to record their predictions in the style of their/your choosing.
- d. Come back together as a group to discuss students' predictions and hold onto that work until after you have seen the film. Revisit them to see how much the film website helped them make predictions.



The Oriental Theatre: A Historic Milwaukee Landmark

⇒ **TEACHERS!** This is a *great* activity to keep students busy and observing everything around them upon your arrival at the Oriental Theatre.

The Landmark Oriental Theatre was built in 1927 on Milwaukee's East Side, and it is the only remaining movie palace in Milwaukee. The mood of the Oriental Theatre is created by its original East Indian décor, including murals, lions, packs of elephants, and even giant Buddhas in the main theatre. Another original feature of the Oriental Theatre is the Kimball Theatre Pipe Organ in the main theatre that rises from the orchestra pit before selected screenings and plays a tune to introduce the film!

Although there is a lot to see and take in when you first visit the Oriental Theatre, see if you can find these prominent features:

1. How many porcelain lions line the Grand Staircase? _____
2. Look up! How many chandeliers hang from the ceiling in the lobby? What colors are in the stained glass chandeliers?
3. Can you spot the 6 larger-than-life Buddhas around the Theatre? Where did you find them?
4. There are hundreds of elephants scattered around the Theatre. Can you find 5 elephants? Where are they?
5. Old movie posters hang in the Oriental Theatre. Write the name of one older movie you have never heard of before here:
6. **Compare and Contrast:** Describe the similarities and differences between the Oriental Theatre and newer movie theaters you have been to.

The Oriental Theatre

- 1.
- 2.
- 3.

Other Movie Theaters

- 1.
- 2.
- 3.



Additional Support provided by the Greater Milwaukee Foundation - Grace G. Horn Fund, Gene & Ruth Posner Foundation, Woman's Club of Greater Wisconsin Foundation, and Anonymous.



Exploring Penguin Species: Flightless, Feathered, and Flipped Friends

Teacher Resources

- Middle Island Maremma Project: www.warrnamboolpenguins.com.au/middle-island-penguins
- Penguin World: www.penguinworld.com
- National Geographic Kids Penguin Video Playlist: <http://kids.nationalgeographic.com/explore/youtube-playlist-pages/youtube-playlist-penguins>
- Notetaking Sheet

⇒ **TEACHERS!** This activity allows students to reflect on what they have learned about the Little (Fairy) Penguins of Australia and to further their learning about penguin species by researching one specific species. Students will engage in research techniques and consider presentation skills in order to teach their classmates about what they have learned. This activity is easily adaptable for time, research group sizes, and resources.

Directions

1. Gather students together to discuss the film *Oddball*. Students should remember and discuss characters, setting, and plotlines to refresh everyone's memories of the film.
2. Hold a discussion centering on the conservation of one specific species of penguin on one specific island in Australia in order for students to hear each other's thoughts on: "Why do you think saving the Little (Fairy) Penguins was such an important task to the people of Warrnambool, Australia? What would be the consequences of not saving the penguins of Middle Island?" Allow students to pose questions, make points, agree, disagree, and use their viewing of the film to support ideas they have about the penguin conservation project.
3. Using the two websites listed in the Teacher Resources (Middle Island Maremma Project and Penguin World) explore more about the world's smallest penguin species, the Little Penguin (also referred to as the Fairy Penguin in Australia). Together, locate information about the Little Penguin species, such as:
 - Size
 - Diet
 - Habitat
 - Physical Traits
 - Habits
4. Tell students that they have learned a lot about one particular penguin species, but there are thought to be between 16-19 different penguin species around the world. Today, students will have the chance to wonder and learn more about another species of penguin.



5. An engaging and visual way to get kids excited to learn more about penguins is to visit the National Geographic Kids Penguin Video Playlist (linked above) to view curated videos of penguins. Visit the Penguin World website at www.penguinworld.com. Skim the homepage together as a class, and then notice the various penguin species listed alphabetically along the left-hand side of the page. Click on a few to engage students visually and model some “wonderings” aloud to get students excited to explore more.

6. Students will be assigned to research more about ONE penguin species (other than Little Penguins). Decide how students will approach this project: individually, partners, small groups, or student choice. Students will:
 - a. Choose a penguin species to research
 - b. Have access to the Penguin World website or printouts from the site (Note: Research can also be done on other websites or from books. Anything you have access to that students can use to research is encouraged.). If students can access the National Geographic Kids Penguin Video Playlist at this time, provide the link.
 - c. Be given time to research and gather their learning on the accompanying notes sheet.
 - d. OPTIONAL/EXTENSION: Depending on the time your class has to work on this project, students can take their learning with their specific penguin species and create a culminating project in which they aim to teach their classmates more about what they researched. This can be in a format of the students’ choosing or designated by the teacher, including, but not limited to:
 - Posters
 - Pamphlets
 - Videos
 - News Reports/Newspaper articles
 - Scrapbook/photo album
 - Nonfiction book/picture book
 - e. Share: Once students are done researching, gather together again as a group to share the learning that has taken place, allowing for students to be presenters and audience members, listening and asking questions of each other.

NAME _____

Exploring Penguin Species: Flightless, Feathered, and Flipped Friends
NOTETAKING SHEET

PENGUIN SPECIES: _____

SCIENTIFIC NAME: _____

<p><u>PHYSICAL TRAITS/SIZE</u></p>	<p><u>FOOD/DIET</u></p>
<p><u>HABITAT/LOCATION</u></p>	<p><u>NEST TYPE</u></p>



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OTHER INFORMATION



Additional Support provided by the Greater Milwaukee Foundation - Grace G. Horn Fund, Gene & Ruth Posner Foundation, Woman's Club of Greater Wisconsin Foundation, and Anonymous.



From Generation to Generation: Catching Time in a Bottle

⇒ **TEACHERS!** This activity is designed to get students thinking about relationships they have with older generations in their family and/or community. It is inspired by the special grandparent-grandchild relationship between Swampy the chicken farmer and his granddaughter Olivia. Students will plan for making a time capsule for the year 2016 that they could share with future generations once they are older.

Directions

1. Gather students together to discuss the film *Oddball*. Students should remember and discuss characters, setting, and plotlines to refresh everyone's memories of the film.
2. Tell students that today they'll be thinking more about the characters in the film, particularly the chicken farmer (Swampy) and his granddaughter (Olivia). Discuss with students what they noticed about the relationship between the two. As students offer ideas of their perceptions of the relationship, encourage them to use evidence from the film to support those ideas. Students should notice and remember that Olivia seemed to have a particular fondness for her grandfather.
3. Next, ask students to think of an older relative, not a parent, with whom they have a good relationship or special bond. It could be a grandparent, aunt, uncle, cousin, etc. (Knowing your students, you could extend the idea to include teachers, coaches, religious leaders, etc.) Ask students to think about what makes their connection with that older person special and different from that of a parent. Prompts may include:
 - What do you like to do with this person?
 - How does this person care for you?
 - How is this person different than a parent?
 - How is this person different from a friend or someone your age?
4. Share with students the idea that connections to an older generation, such as the one between Olivia and her grandfather, are important because the older person can share life experiences, family history, and stories about the past with the younger person. Swampy taught Olivia what he knew about Maremma dogs as they worked together to train Oddball to guard the penguins.
5. Today, students will imagine they are making a connection to a younger generation in the future. It is their challenge to think about and convey what life is like in 2016 to the next generations to come. Students will plan for a time capsule that could be opened up many years and generations later to reveal remembrances and life in 2016. Be sure to explain the concept of a time capsule (a container storing objects of the present time to be opened in the future).



6. Brainstorm items and ideas that could be contained in their time capsule. Jot down ideas for students to be able to refer to when they work on their own. (⇒ **TEACHERS!** Remember, students are only *planning* for their time capsule, not actually gathering items. If you would like to extend this activity, consider having students build a time capsule with items as a group.) Some ideas to help students get started:
 - Newspaper/Magazine from today's date
 - Recording or list of popular music
 - Photographs
 - A popular toy/game/video game
 - A menu from a favorite restaurant
 - Ticket stubs from sporting events or concerts
 - Information on the current presidential race and election year
 - Information about current issues/challenges in the world
 - Brochures and advertisements showing current models (cars, fashion)
7. Prompt students to think about what they would want future generations (possibly their future grandchildren!) to know and remember about the year 2016. Students may work individually, in partners, or small groups to plan their time capsules. Consider having students make a list, sketch their time capsule, or somehow visually demonstrate their plan. Give students work time.
8. Gather students together when their work is done to share ideas with each other. Notice similarities and differences in their ideas and any other ideas they were inspired to add as they listened to each other.

Dogs With Jobs: Woof! Woof! Work!

Teacher Resources

- Dogs With Jobs Group Discussion Recording Sheet
- Recommended Mentor Texts: *From Wolf to Woof* by Hudson Talbott; *Dogs* by Seymour Simon, *Tuesday Tucks Me In* by Luis Carlos Montalván; *Dogs on Duty: Soldiers' Best Friends on the Battlefield and Beyond* by Dorothy Hinshaw Patent; *Sniffer Dogs: How Dogs (and Their Noses) Save the World* by Nancy F. Castaldo; *Paws of Courage: True Tales of Heroic Dogs that Protect and Serve* by Nancy Furstinger

⇒ **TEACHERS!** This activity is inspired by the role of the dog Oddball in the film *Oddball*. Oddball becomes the unlikely hero of the penguins of Middle Island by adapting a job he does every day. Along with being the farmer's companion, Oddball is a working dog, protecting the farm's free-range chickens from predators. In this activity, students will explore several different types of jobs dogs do to assist and support humans in everyday life.

Directions

1. Gather students together to discuss the film *Oddball*. Students should remember and discuss characters, setting, and plotlines to refresh everyone's memories of the film.
2. Tell students that today they will be doing an activity inspired by the hardworking dogs of Middle Island, the Maremmas (Oddball's breed). Hold a discussion, touching on the following points:
 - Dogs have become domesticated over thousands of years, as humans and dogs relied on each other mutually, with dogs gradually becoming reliant on humans in modern times. (If possible, share a mentor text with students that shows the evolution of the dog and the relationship between humans and dogs. A picture book is highly recommended for any age to share this idea and spark discussion. (Suggested: *From Wolf to Woof* by Hudson Talbott)
 - Nowadays, dogs are mostly regarded as pets who rely on their owners for love, care, shelter, and safety. However, there are many dogs who humans rely on them for many different reasons. Dogs possess traits, skills, and abilities to perform tasks that humans do not, so humans rely on dogs in a number of ways.
 - Some dog owners have their dogs for more than companionship. Some dogs are working or service dogs that help their owners do certain tasks. For example, Oddball is a sheepdog that guards and protects the free-range chickens on a farm from predators.

- There are many types of dog breeds in the world, and those breeds are categorized in a “group” based on similar traits, skills, and ancestry. One group of dogs is called the Working Group, which includes dogs bred to perform big and physical jobs such as pulling sleds, water rescues, and guarding property. The Doberman, Mastiff, Siberian Husky, St. Bernard, and Portuguese Water Dog breeds are all in this group.
3. Brainstorm and record students’ ideas: “There are many different types of jobs and work that dogs do to help humans. Can you think of some jobs performed by dogs that help humans?” Allow students to generate ideas, and be sure to cover all of these jobs:
 - a. Working/Guard & Watch Dogs (Work on farms, manage livestock, protect property)
 - b. Service Dogs (Assist people with varying disabilities)
 - c. Guide Dogs (Assist visually impaired and blind people)
 - d. Hearing Dogs (Assist Deaf and Hard of Hearing people)
 - e. Therapy Dogs (For people with both physical and mental challenges)
 - f. Rescue Dogs (Assist in life saving missions and recoveries)
 - g. Herding Dogs (Guard and control livestock)
 - h. Sled Dogs (Transport on snowy terrain)
 - i. Hunting Dogs (Find, Track, Attack, Retrieve prey)
 - j. Tracking/Detection Dogs (Highly trained noses to find the missing/inconspicuous)
 - k. Military/Police Dogs (Assist in numerous ways in the field)
 4. Students will get together in partners or a small group to think about each of these jobs for dogs. Students will discuss the jobs a dog does, the traits and skills needed by a dog to do that particular job, and the specific tasks the dog may have to do in that job. Have students use the accompanying Dogs With Jobs Worksheet (see Teacher Resources) as a place to jot down discussion ideas. There is an extra row for other student generated ideas.
 5. EXTENSION: Using their notes on the Dogs With Jobs sheet, students will now work individually to imagine a day in the life of a working dog. Students should be sure to include the dog’s specific tasks throughout the day, and the traits and skills it takes to perform those jobs efficiently and effectively. Students will:
 - Choose one type of dog job (i.e. Rescue, Guide, Therapy)
 - Work to create a narrative (fictionalized or narrative nonfiction), storyboard, comic, or timeline that highlights the dog’s traits/skills and the way he helps humans throughout the day.
 - Students will share their final product with their classmates.

Dogs With Jobs: Woof! Woof! Work! NAME _____
GROUP DISCUSSION RECORDING SHEET

<u>TYPE OF JOB</u>	<u>TRAITS/SKILLS</u>	<u>TASKS TO PERFORM</u>
Working/Guard & Watch	Assertive Perceptive Good eyesight	Guard against predators Watch livestock on the farm
Service		
Guide		
Hearing		
Therapy		
Rescue		
Herding		
Sled		
Hunting		
Tracking/Detection		
Military/Police		



The Middle Island Maremma Project: Superhero Sheepdogs and Chickens in Dinner Suits

Teacher Resources

- The Middle Island Maremma Project: www.warrnamboolpenguins.com.au
- Resource Sheet (Websites, Links, QR Codes)
- Notetaking Sheets (One each for penguins, dogs, people)

⇒ **TEACHERS!** This activity allows students to explore the true story and ongoing efforts behind the film *Oddball*. As the Little Penguin (referred to as Fairy Penguins in Australia) population dwindled on Middle Island due to predatory foxes, so did local conservationists' hopes that the small birds would survive. When a chicken farmer suggested that his Maremma (sheepdog breed) guard the penguins, it was the first conservational method of this type that the world had ever seen. His theory proved to work, and so the efforts to maintain the Little Penguin population on Middle Island continue today through the Middle Island Maremma Project (MIMP). Students will explore and learn more about the conservation project, as well as the roles that the dogs, penguins, and people play in order for it to be successful.

Directions

1. Gather students together to discuss the film *Oddball*. Students should remember and discuss characters, setting, and plotlines. (If you completed the PRE-FILM ACTIVITY in this packet, you can also reflect on the problem/resolution predictions students made before seeing the film.)
2. Share/remind students that this film was based on a true story. This means that the main events in the film (reduced penguin population, Maremmas on the island) actually happened, but certain parts (relationships, *Oddball*'s destruction in town) might be fictionalized to help carry the narrative. The early efforts to save the Little Penguins on Middle Island documented in the film, but the real conservation work continues today in the form of the Middle Island Maremma Project (MIMP).
3. Set your purpose for learning: "We are going to learn more about the real life conservation work done by the Middle Island Maremma Project, which inspired the film *Oddball*. We will explore their work and understand more about the dogs, penguins, and people involved in this important project."
4. Share the Middle Island Maremma Project website (project website so all can see, if possible).
 - a. Scroll through and skim the homepage.
 - b. Click through the various pages: Penguins, Maremma Dogs, Conservation, etc. Skim and highlight a few passages to familiarize your students with the website's layout and content.
 - c. Click on the homepage and watch the video: "Chooks in Dinner Suits". Explain that "chooks" is Australian slang for chickens.

5. Share student exploration and learning directions:
 - a. Students will explore the central question: What is the role of the Little Penguins, Maremma Dogs, and people in the Middle Island Maremma Project?
 - b. Students will be split into small groups (partners or groups of 3) to seek more information on the roles of each of the animals/people involved in the project.
 - c. The goal is for each group to learn more about each role (penguins, dogs, people) and the project itself. Each group will create a culminating project that shares what they have learned and is presented in a way that teaches others what they have learned, as well.
 - d. Students may reference any of the online resources provided (see Teacher Resources: Resource Sheet), search for online information in addition to the Middle Island Maremma Project website via any teacher approved search engines (i.e. KidRex, Kiddle, SweetSearch), or other resources available in the classroom or library. The resources on the accompanying sheet contain websites with articles, videos, and documents that pertain to both the film and the conservation project. If students have access to tech devices, consider making copies of the Resource Sheet to share with each small group, which includes the website name, link, and QR code for quick and accurate online connections. For a wealth of information by way of FAQs on the MIMP, go to the MIMP website, click on the CONSERVATION PAGE, and open the PDF linked at the top of the article entitled "Middle Island Maremma Project Fact Sheet".
 - e. As students learn and explore, they should be sure to record pertinent information on their note-taking organizers (see Teacher Resources) to prepare for their culminating project.
 - f. Designate the amount of time students have to work on this project, allowing time for students to engage in research/information collection, as well as creating their culminating project. The culminating project should be open to student choice, something that allows students to share their learning in a creative way. Ideas include, but are not limited to:
 - Posters
 - Pamphlets
 - Videos
 - Timelines
 - News Reports/Newspaper articles
 - Newsletters
 - Scrapbook/photo album
 - Nonfiction book/picture book
 - Interview
 - g. After teacher instructions and guidelines, students engage in exploration of the central question using note-taking organizers and resources sheet.



6. When students have completed their culminating projects, allow time for each group to share with their classmates the work they have done. If their culminating project is performance-based, this is the time to share, as well.

The Middle Island Maremma Project: Superhero Sheepdogs and Chickens in Dinner Suits
RESOURCE SHEET

<p>Middle Island Maremma Project www.warrnamboolpenguins.com.au</p> 	<p>Chooks in Dinner Suits www.youtube.com/watch?v=hZJwWDMclSk</p> 	<p>PenguinWorld: Little Penguin www.penguinworld.com/types/little.html</p> 
<p>Penguin Foundation Phillip Island https://penguinfoundation.org.au/about-little-penguins</p> 	<p>Aquarium of the Pacific: Little Penguins www.aquariumofpacific.org/onlinelearningcenter/species/little blue penguin</p> 	<p>Animal Planet: Maremma Sheepdog www.animalplanet.com/tv-shows/animal-planet-presents/videos/top-10-super-dogs-maremma-sheepdog</p> 
<p>Maremma Sheepdog Club of America www.maremmaclub.com</p> 	<p>National Geographic: Oddball www.nationalgeographic.com.au/tv/oddball</p> 	

NOTETAKING SHEETS

NAME _____

LITTLE PENGUINS

<p><u>FACTS & INFORMATION</u></p>	<p><u>VOCABULARY</u></p> <hr/> <p><u>ROLE PLAYED IN MIDDLE ISLAND CONSERVATION</u></p>
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NOTETAKING SHEETS

NAME _____

MAREMMA SHEEPDOGS

<p><u>FACTS & INFORMATION</u></p>	<p><u>VOCABULARY</u></p>
	<p><u>ROLE PLAYED IN MIDDLE ISLAND CONSERVATION</u></p>

NOTETAKING SHEETS

NAME _____

PEOPLE: CONSERVATIONISTS, SCIENTISTS, RESIDENTS

<p><u>FACTS & INFORMATION</u></p>	<p><u>VOCABULARY</u></p>
	<p><u>ROLE PLAYED IN MIDDLE ISLAND CONSERVATION</u></p>