

Teachers' Notes

Aimed at primary pupils, the ideas in this study guide are intended as starting points for a cross-curricular project on the film 'FairyTale: A True Story' at Key Stages 1 and 2.

The activities seek to complement and extend the pleasure the children will have derived from watching the film 'FairyTale: A True Story' and from watching the BBC2 television programme mentioned below, whilst at the same time meeting some of the requirements of the National Curriculum and Scottish Guidelines.

The References page at the back of the guide has a fairy border surrounding it that can be used for writing exercises by the children. Simply cover over the writing in the middle and photocopy.

Answers to questions on page 2:

1) glamour 2) spider's silk 3) dancing 4) honeysuckle dew

BROADCAST DETAILS FOR THE TIE-IN PROGRAMME ON BBC2

Film Education has produced a 30 minute television programme to tie-in with this study guide on the film 'FairyTale: A True Story'.

FILM SYNOPSIS

'FairyTale - A True Story' is based on the remarkable true story of two young girls whose claim to have photographed fairies in 1917 set in motion a chain of events that neither they nor the great minds of their time could stop. When these two girls gave the people around them - parents, Mayfair society, Fleet Street journalists, photographic experts and spiritualists - a reason to believe in a world of magical wonder their own world was forever changed.

UK release date: 13th February 1997

Certificate: U

Running time: 98 minutes

FINDING OUT ABOUT FAIRIES

Stories of Fairy-folk have come down to us through the centuries from many parts of the world. They are even mentioned in the medieval legends of King Arthur.

Fairies have been written about in many stories and shown in films and television programmes. When you think of a fairy, you probably have an image of a small female with wings and a magic wand.

TASK

Can you think of any stories, films or television programmes that you have read or seen that show fairies? How do the fairies behave? How would you describe their appearance?

WHERE DO FAIRIES COME FROM?

There are many different accounts around that try to explain where fairies come from. These include:

- ❖ Fairies are Fallen angels - not good enough for heaven but not bad enough for hell and so forced to live in the 'in-between'.
- ❖ Fairies are spirits or ghosts of the dead.
- ❖ Fairies are the hidden children of Eve (as in Adam and Eve, written about in the Old Testament of the Bible) who were hidden away from God. When he found out he put a curse upon the children so that they had to hide forever.
- ❖ Fairies are spirits of nature. They work inside the stems of flowers, giving colour to the leaves and petals.

BELIEFS ABOUT FAIRIES:

- ❖ Fairies are thought to be able to give good or bad luck to humans and may play tricks on people. It is thought that if a human comes across fairies they will be kidnapped.
- ❖ If a human eats or drinks fairy food, this could lead to them staying with the fairies forever.
- ❖ If a human steps into a fairy ring, they will be forced to join the fairies in their dancing forever unless rescued.

TASK

Using books, the INTERNET and information given in the film or Fairy Tale television programme, try and find out about other fairy beliefs. Write about the points you find in your research.

TASK

You have seen the fairies drawn by Joseph and Elsie in the film. Draw your own modern-day fairies what would they look like today? What would they wear and how would they behave? Where do you think they would live? Draw your pictures in rough before carefully drawing in best.

MEET THE FAIRIES

Some of the Fairies that we come across in the film are described below:

- ❖ **QUEEN MAB** - the Queen of all fairies
- ❖ **HOB** - the tree Fairy (seen flying over the beck when the girls begin their Fairy chant)
- ❖ **FLORELLA** - the water sprite (seen by Frances by the waterfall)

TASK

Can you remember the answers to these questions discussed by Frances and Elsie in the film?*

- ❖ What is Fairy magic called?
- ❖ What do fairies sleep in?
- ❖ What is a Fairy's favourite thing to do?
- ❖ What is a Fairy's favourite drink?

* see teachers notes at the beginning of the study guide for answers

Below is the chant used by Frances and Elsie to tempt the Fairies out of hiding.

“Come out from your fairy bower, Come up on this golden hour, Come to us we beg you please, Fairies dancing in the breeze.”

TASK

Write out your own fairy chant or poem. When it is ready, carefully write it in your best handwriting and decorate with a fairy border ready to display.

FAIRY FURNITURE

Joseph, Elsie's brother, also played with the fairies before he died. During the film we see some of the beautiful items he made for the fairies, including a fairy castle and crown. He used materials found around the house and garden to make his models including keys for the crown and branches for the castle.

TASK

Can you design your own fairy objects. Think about what the fairies would really find useful maybe fairy transport or a fairy hammock to sleep on. Write your ideas down in rough and think about the materials you will need to make your fairy objects.

Once you have decided upon your fairy object use the design sheet on the next page to record your ideas. Try making your item and record every stage of the process. Did you have to change the appearance of your item in any way or did everything go according to plan? If you have a camera at school, take a picture of your model to put with your report.

MAKING MY MODEL

SKETCH OF MY FAIRY OBJECT

FRONT

FRONT

SIDE VIEW

Description of my object

What the fairies will use it for

Materials I will need

Tools I will need

Changes I had to make

Evaluation of my object

THE STORY OF THE COTTINGLY FAIRIES (a)

The story that we see in the film is based on true events which happened earlier this century. The real Elsie Wright and Frances Griffiths took the first fairy photographs in 1917.



Frances with a band of dancing winged Fairies.

A gnome with a set of pipes on his back next to Elsie's outstretched hand.



Frances with a leaping fairy.

In 1920, the girls were asked by Edward Gardner and the writer Sir Arthur Conan Doyle to take more photographs of Fairies. Elsie and Frances took pictures of:

THE STORY OF THE COTTINGLY FAIRIES (b)



Elsie being offered a posy of flowers by a fairy



A group of fairies dancing in the sun

To keep the audience interested and to add excitement some parts have been added to the film that did not actually take place. These include:

- ❖ Joseph Wright - Elsie did not have a brother.
- ❖ The meeting in the girls' house with illusionist Harry Houdini and Sir Arthur Conan Doyle - they never actually met the girls although Conan Doyle did write to them.
- ❖ Elsie's mother did not hand over the first set of fairy photographs to Gardner until 1 920 - three years after they were taken by the girls.

TASK

Why do you think the filmmakers added or changed these parts of the story?

When the film was released, there was a lot of interest in Frances' and Elsie's story. If you have a computer in school, use the INTERNET looking under 'FairyTale' or 'Fairies' to find out more about the story. Try and collect as many articles as possible about the film and Frances and Elsie. Keep these in a scrapbook in your classroom labelling the book 'FairyTale'.

FAIRIES OR FAKE? (a)

"I believe in the Cottingley fairies because I think that the tooth fairy is real. Just because I haven't seen one doesn't mean that they don't exist. They must be very good at hiding!"

"I don't believe in fairies because I have never seen one before. How could there be any fairies if no one has seen them?"

"I don't believe in fairies but I am not trying to stop anybody else believing. There might be some in another part of the world..."

Quotes from children in Class 4
of Cottingley First School

So what do you think? Elsie and Frances, the two girls shown in the film, claim that they did see fairies and were able to talk and play with them. However, before they passed away in the 1980s, they admitted that they had actually faked four out of the five photographs taken (using fairy drawings and hatpins). Yet, both women maintained that the fifth photograph was genuine. They also insisted that they did see fairies in the beck and were able to talk to them.

FAIRIES?

There are special societies and groups around today who believe that fairies do exist as a true part of nature. These include the Fairy League and the National Fairy Appreciation Society. Edward Gardner, the man who Polly Wright gives the photographs to, also belonged to such a group.

Some people think that fairies will only appear to those who believe in them - usually children or glib grown-ups. This has been used as a reason by believers to explain why non-believers have never seen fairies. Also, as we see in the film, fairies do not want to be seen by humans and have to move away once people start looking for them.

FAKE?

Many people do not believe that fairies or indeed any spirit life really exists. Some scientists and journalists have tried to show that these things are hoaxes brought about by trickery. For example, it has now been shown that photos of the Loch Ness monster were faked using a plasticine model and clockwork submarine.

FAIRIES OR FAKES? (b)

TASK

Think about the characters in the film and their attitudes to fairies. In the table below, divide them up into believers and non-believers in fairies by ticking the right box next to their name.

	BELIEVERS	NON-BELIEVERS
Elsie Wright	<input type="checkbox"/>	<input type="checkbox"/>
Frances Griffiths	<input type="checkbox"/>	<input type="checkbox"/>
Harry Houdini	<input type="checkbox"/>	<input type="checkbox"/>
Sir Arthur Conan Doyle	<input type="checkbox"/>	<input type="checkbox"/>
John Ferret	<input type="checkbox"/>	<input type="checkbox"/>
Arthur Wright	<input type="checkbox"/>	<input type="checkbox"/>
Polly Wright	<input type="checkbox"/>	<input type="checkbox"/>
Edward Gardner	<input type="checkbox"/>	<input type="checkbox"/>
Harry Briggs	<input type="checkbox"/>	<input type="checkbox"/>

TASK

Do you believe in fairies? Write down all your reasons or evidence for your belief (or non-belief). When everybody has finished, divide the class up into believers and non-believers. Have a class debate on the subject. When everyone has had their say, take a vote and see how many of the class now believe in fairies...

MAKING FAIRY PHOTOGRAPHS

COTTINGLEY FIRST SCHOOL - the local school in the village where Elsie and Frances lived has been involved in the film 'FairyTale' in a number of ways. Not only was their village used for filming but some of the children were asked to be 'extras' in the school scenes of the film. Their teacher Mrs Richards and Alex Patrick, an education advisor at the National Museum of Photography, Film and Television, decided to base their topic work for the Autumn term on fairies. A report about some of their work is shown below.

PHOTO PROJECT BASED ON THE COTTINGLEY FAIRIES YEAR 4

We wanted to do a project which would link in with the film so we decided that we would make our own trick photos based on those of the Cottingley fairies.

LESSON ONE We discussed what fairies would look like and spent the lesson making fairies from all kinds of materials.

LESSON TWO Everyone practised taking photographs - thinking about what we wanted to show. In groups we took photographs of ourselves and our Fairies outside in the school grounds. We attached the fairies to branches on trees, on the ground or on walls and then posed by the fairies when the picture was taken. This made it look like we were talking to the fairies.

LESSON THREE

The pictures were developed and we were able to look at our fairy illusions.

TASK

Try this activity at your school. You will need to design your own fairy (if you have completed the last task on page 1 you could use your drawings) and create a lifelike drawing or 3D model using materials in your school. Take photographs of yourself with your fairy outside in the school grounds. Make a display of your fairy pictures.

PICTURE POWER (a)

POSITIVE PHOTOGRAPH

The pictures of the fairies were taken using a box camera called a MIDG QUARTER-PLATE. These were developed by Elsie's father in a darkroom he had set up in his house. In 1917, cameras were not as common as they are today and the whole process of taking a photograph took much longer.

Before photography was invented, pictures could be seen using a CAMERA OBSCURA. It was found that light entering a dark room through a tiny hole in the wall made an image on the opposite wall. The hole acted as a lens to focus the light but the image appeared upside down! Lenses were added but no permanent record of the image could be kept. This led to the development of the PINHOLE CAMERA. The light falls onto either light-sensitive paper or a light-sensitive metal plate inside the box and a negative photograph is produced where dark images come out as light and light images come out as dark.

MAKING YOUR OWN PINHOLE CAMERA

TASK

You can now make your own pinhole camera like those used many years ago! Make sure you read the instructions carefully and ask your teacher or classroom assistant for help if you do not understand something.

YOU WILL NEED: A square-shaped container with tight fitting lid e.g. a biscuit tin

Metal foil	Matt black paint	Blu-Tack or similar	Scissors
Black sticky tape	Sandpaper	White spirit	Bradawl (to make hole)
Compass point or needle		A paint brush	

THE CAMERA : Ask a grown-up to help you make a 5 mm hole through the middle of any side of your container .this will be the front of your camera. Ask the grown-up to smooth the edges of the hole with sandpaper. Paint the inside of your container and lid with the matt black paint. Leave the camera' to dry.

PICTURE POWER (b)

THE LENS Cut out a 2 cm square of foil and make a very small hole in the middle using the compass or needle (this is called the pinhole). Carefully smooth both sides of the foil around the pinhole with the sandpaper - this will help you get a better picture. Tape the foil 'lens' over the hole on the inside of the camera using black sticky tape.

NOTE: The size of the pinhole affects the quality of the picture taken. If it is too big, more light will reach the photographic paper so shorter exposure times will be needed but the image will not be very clear. It is better to have a smaller pinhole than a larger one. Experiment with different sized needles to test this.

THE SHUTTER Cover the pinhole on the outside of your camera with a blob of Blu-Tack. This will act as the shutter (stopping light getting in) and should only be removed when taking a photograph.

THE PINHOLE CAMERA IS NOW READY TO USE.

LOADING YOUR CAMERA

YOU WILL NEED:

- ❖ A packet of photographic paper*
- ❖ A blacked-out room/store cupboard
- ❖ A safe light*

*Teachers' Note: These may be purchased from a photographic suppliers.

IN THE DARK

- ❖ You will need to do the following in complete darkness. To make your own darkroom, black out any windows in the room using a blind or cover. You will need to use a 'safe light' rather than a normal light bulb. (This can be made using a torch with a red or orange filter gel taped over the light beam or you can buy one from a photographic shop.)
- ❖ Cut the photographic paper down to size to fit into your camera. Stick against the wall of your camera which is opposite the wall with the pinhole using Blu-Tack. The shiny side of the paper should be facing the pinhole.
- ❖ Refit the lid of your camera and check that your Blu-Tack shutter is still

YOUR CAMERA IS NOW READY TO TAKE A PICTURE.

PICTURE POWER (c)





TAKING THE PHOTOGRAPH

YOU WILL NEED: A clock or timer

Decide on the picture you want to take. This should be a non-moving object outside e.g. a tree. Place your camera on a firm surface with the pinhole facing the scene you want to picture. If it is outside and windy, keep the camera still by placing stones on the top to weigh it down.

The length of exposure (the amount of time you take the shutter off) will depend on the weather conditions so you may want to try out different exposure times.

This table gives you a guide which you could start with:

DAY	MINUTES	
Very sunny/bright	1 minute	
Bright but cloudy	2/3 minutes	
Cloudy and dull	3/5 minutes	
Very dull	5/10 minutes	

- Decide on an exposure time and set your clock or timer to this time.
- Very carefully take off the Blu-Tack which is covering the pinhole to let the light into the camera.
- When the exposure time is up, cover the pinhole firmly again with the Blu-Tack and go back

PICTURE POWER (c)

PROCESSING YOUR PHOTOGRAPH

YOU WILL NEED:

- ❖ Developer*
- ❖ Fixer*
- ❖ 3 flat plastic trays
- ❖ Bucket of clean water OR sink in darkroom
- ❖ Newspaper OR washing line and pegs
- ❖ Plastic apron
- ❖ Timer
- ❖ Rubber gloves
- ❖ Pair of tongs

IMPORTANT:

As you are using chemicals, make sure a grown-up is helping out at this stage.

* Teachers' Note: These may be purchased from a photographic suppliers

IN THE DARK

- ❖ Label your trays 1, 2 and 3.
- ❖ Put your gloves and apron on. Add water to the developer - the amount will depend on the instructions given on the container Pour this into tray 1
- ❖ Pour water into tray 2 (the stop-bath).
- ❖ Add water to the fixer according to the instructions and pour into tray 3
In the darkroom, remove the paper from the camera and using a 7/4 place the paper in tray 1. The picture will begin to develop. (If it goes completely black, it was exposed for too long.) Once you can see the picture clearly (after about 1 minute), put it into tray 2 for 30 seconds. Next put the picture into tray 3 for 2 minutes.
- ❖ Put the photograph in the bucket of water for 20 minutes swishing it round every five minutes or so OR put the picture under a tap of running water for 4-5 minutes (if you have a sink in your darkroom).
- ❖ Leave the photograph to dry on newspaper OR peg it up to dry using a small washing line in your darkroom

YOU WILL NOW HAVE A 'NEGATIVE IMAGE 'PINHOLE PHOTOGRAPH

Don't be put off if your first picture does not work out. Try out different exposure times and different sized pinholes to find out which method works the best

PICTURE POWER (c)

TO MAKE A POSITIVE PRINT

YOU WILL NEED:

- ❖ A torch (with normal light, i.e not 'safe light' torch)
- ❖ A piece of perspex glass
- ❖ The materials used in 'PROCESSING YOUR PHOTOGRAPH'
- ❖ Photographic paper
- ❖ Timer

Warning! Don't let the torch light shine on any other photos in the darkroom

IN THE DARK

- ❖ Take a new piece of photographic paper and lay the negative photograph face down onto it
- ❖ Hold it flat with a piece of glass or perspex.
- ❖ Shine a torch light onto the glass/perspex for about 20 seconds.
- ❖ Repeat the processing steps.

TASK

Write up your photography experiment as a report or draw pictures of each sequence. Display your photographs in the classroom as part of your own photographic gallery.

Try and find out how photographs are taken today using books found in the library, the INTERNET or asking members of your family who like taking photographs. How has the method for taking a picture changed through the years?

NEWSPAPER REPORT

The Cottingley fairy story exposed in the newspaper 'The Bradford Angus Angus' by the journalist John Ferret. In the film he will go to any lengths to get his story - even by breaking into the girls' house.

TASK

Can you write up your own newspaper report about the Cottingley story? As a class, look at Front pages from different newspapers so that you get some idea of how they look and what your page should look like. You will need:

- ❖ A name for your newspaper (the name of your school perhaps?)
- ❖ A heading or title for your story (try and make it snappy or dramatic to grab the attention *at* your readers)
- ❖ A photograph or picture to illustrate your story

Write out your report in rough first add 'made-up' comments from eyewitnesses or experts on the subject of fairies. Once you are happy with your report you can then go on to design your front page in neat.

If you have a computer programme at school such as Folio or Write you can organise your report on the computer and print it out so that it actually looks like the printed front page of a newspaper

OR Write a news report about a sighting of fairies near your school! Go into as much detail as possible and include comments from teachers, dinner ladies and children who may have seen the fairies.

REFERENCES

The National Museum of Photography, Film and Television

Pictureville, Bradford, BD1 1 NQ - The Museum's Education Department exist to promote greater understanding of photography, film and television in both a formal and informal educational context. It offers a diverse range of educational provision for all National Curriculum Key Stages, FE and HE teachers and lecturers including bookable workshops and educational resources. Contact the Education Department on 01274 725347.

The Hackney Empire

Where Houdini is shown performing in the film, has recently started an education programme to accompany the vast range of productions staged during the year For more information please contact the Education Officer on 0181 981 0171.

'FairyTale: A True Story

Movie Storybook by Monica Kulling. Published by Random House, February 1998 (L3.99).
A 48 page storybook aimed at 4-8 year olds. This book recounts the incredible story told by the film.
Illustrated throughout with colour photos from the film.

'FairyTale: A True Story' Movie

Novelisation by Monica Kulling. Published by Random House, February 1998 (L2.99). This 128 page novelisation of the screenplay is aimed at 8-12 year olds.

Princess Florella'

by Kirsten Hall. Published by Random House, February 1998 (L1.99). A 24 page picture book aimed at 3-7 year olds. This enchanting shaped picture book introduces readers to Florella the water fairy and tells how she is made a royal princess fairy by Queen Mab in return for her good deeds.

'Queen Mab'

by Cynthia Eng.

Published by Random House, February 1998 (L3.99). A 24 page shaped picture book aimed at 3-7 year olds telling the story of how Elsie and Frances meet Queen Mab and become official friends of the fairies of Cottingley Glen.

The Case of the Cottingley Fairies

by Joe Cooper Published by Pocket Books, February 1998 (L5.99). A book for adults that goes through the Cottingley Fairy case and contains interviews with Elsie and Frances.

TABLE FOR PLANNING AND RECORD KEEPING

SECTIONS	NATIONAL CURRICULUM	SCOTTISH GUIDELINES	
Finding Out about Fairies	ENGLISH AT2 AT3 I.T. ART AT1	KS1 1, 3 KS2 1, 2b, 3 KS1/2 1 KS2 1a,b, 2a,b KS1 7b,d, 8 KS2 7c,d, 8	ENG. LANG. Reading - for enjoyment Reading - for information I.T. ART & DESIGN Creating and designing
Meet the Fairies	ENGLISH AT2 AT3	KS2 2b,d KS2 1, 2	ENG. LANG. Reading - for information Writing - Imaginative Writing - Handwriting and presentation
Fairy Furniture	D & T All AB	KS1/2	TECHNOLOGY Understanding and using the design process
The Story of the Cottingley Fairies	ENGLISH I.T. AT2	KS2 2b,c,d KS2 1a,b, 2a,b	ENG. LANG. Reading - to reflect on the writer's ideas and craft Reading - for information I.T.
Fairies or Fake?	ENGLISH AT1 AT2	KS1/2 1, 2 KS1 2c KS2 2b	ENG. LANG. Reading - to reflect on the writer's ideas and craft Listening - in groups Talking - in groups Talking - about experiences, feelings and opinions
Making Fairy Photographs	ART AT1	KS1 7b,d, 8 KS2 7c,d, 8	ART & DESIGN Creating and designing
Picture Power	SCIENCE AT1 AT2 AT3 ENGLISH AT2 I.T. KS2 D & T AT1/2	KS2 1, 2, 3 KS2 2b KS2 3a,b KS2 2c,d KS2 1a,b, 2a,b KS2	SCIENCE Understanding Energy and Forces - Properties and uses of energy Understanding Earth and Space - Materials from Earth TECHNOLOGY Understanding and using the design process I.T. ENG. LANG. Reading - for information
Making Fairies	ENGLISH AT2	KS2 2b	
Newspaper Report	ENGLISH AT2 AT3 I.T. KS2	KS2 1b, 3 KS2 1c, 2b KS2 1a, 2a,b, 3b	ENG. LANG. Reading - Awareness of genre Writing - Personal writing I.T.
Studying Scenes	ENGLISH AT2	KS2 2b, 3	ENG. LANG. Reading - to reflect on the writer's ideas and craft