## Noise Control



Noise Control is a 'documation' – a documentary and animated story told concurrently. It is based on a true story, and set on the Kapiti Coast in 2001. A rooster is adopted by a local kindergarten, helping to teach the children about empathy. The rooster is upsetting the neighbours with his early-morning crowing so noise control is called in, and the rooster pays the price for keeping the neighbours awake. Told through interviews, news clips, live action and animation, this story is about what happens to a rooster that is too loud.

Writer/director: Phill Simmonds

Producer: Huia Lambie

Animation / 11 minutes / Rated PG

Low-level violence / 2008

Theme: Tolerance

Key Competency: Participating

and contributing

#### ABOUT THE FILM:

The tragi-comic saga is shot in the Simmonds Brothers' distinctive 'documation' style: using 2D animation and audio to portray real-life events.

Noise Control is based on the real-life shooting of Raumati South Kindergarten's rooster by animal control officer Mr Wolf in 2001, which made national news.

#### ABOUT THE DIRECTORS:

In the mid 1990s Phill and his brother Jeff Simmonds collaborated on simple web animation projects, which progressed to short, hand-drawn animated films. In 2007, Phill branched out on his own and established the animation company Simmonds Brothers Animation Ltd. *Noise Control* was the company's first 'documation' project. He currently has a feature in development as well as a number of television and commercial animation projects.

www.nzfilm.co.nz/film/noise-control



## EXPLORING CHARACTER

Enquiry Question: How can we identify the main character in a story with many characters?

EXPLORING THEME -TOLERANCE

#### ■ WHOLE CLASS:

- + There are lots of different characters in this story. Who do you think is the main character? Why do you choose that character?
- + When the filmmakers made this film, why do you think they added the character of the rooster? How did it help you to understand the story?

#### **■** GROUPS

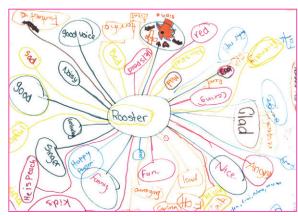
+ Why do you think the Mayor had her dog with her for the interview? Do you think this was a deliberate choice?

#### ■ INDEPENDENT:

+ Choose one character and use a bubble map to describe them.

#### ■ EXTENSION:

+ Use a bubble map to describe Mr Wolf. Split this into two colours: one colour for things we find out from him, and one for things we find out about him from other characters or events in the story.



Example of a bubble map created by children at Stanhope Road School doing this exercise.

#### ■ GROUPS:

+ Get together in small groups with others who have chosen the same character to describe. Work together to make one bubble map with examples from the story showing how we know these things about the character.

#### ■ WHOLE CLASS:

+ Through this film we explore the idea of tolerance. What does it mean to show tolerance? When do we show tolerance in this class?

#### GROUPS:

+ Use a circle map to collect any ideas we have about tolerance. It could be how we define tolerance, when we show tolerance, or why we should be tolerant.

#### ■ GROUPS

+ Do you think the kindergarten was trying to annoy their neighbours with the rooster? What could they have done differently to stop people from being annoyed by the rooster?

#### ■ WHOLE CLASS:

+ Was it fair for Mr Wolf to shoot the rooster when he did?

#### ■ INDEPENDENT:

+ What would you have done if you were a person living next to the kindergarten?

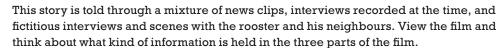
#### ■ WHOLE CLASS:

+ At the end of the story the reporter asks, "Why shouldn't a rooster crow in the morning – 5 o'clock in the morning, 3 o'clock in the morning, why shouldn't he crow?" Do you agree with him? Should a rooster be allowed to crow at any time of day?



## EXPLORING NARRATIVE

Enquiry Question:
How does the mixture of
news clips, interviews and
fictitious interviews help
tell a more complete story?



- + News clips orient the film, meaning it puts the film in context.
- + Interviews give us facts from the situation; they let us hear from the characters involved.
- + Fictitious scenes and interviews humanise the rooster; give us a sense of empathy for the characters involved; increase the dramatic elements of the film.

#### ■ WHOLE CLASS:

+ Which of these elements do you think was most helpful in building our understanding of the story?

#### ■ INDEPENDENT:

+ Use a flow map to put the main events of the story in order. Under the flow map, identify how we find out about these events (news clips, interviews, or fictitious scenes and interviews).

#### ■ GROUPS:

+ How would the story be different if one of these elements was changed or taken out of the film?

#### ■ INDEPENDENT:

+ What do you think the interviewer was hoping to achieve by telling this story?

#### ■ WHOLE CLASS:

+ Why do you think this news item got so much attention when it happened?



# EXPLORING KEY COMPETENCIES – PARTICIPATING AND CONTRIBUTING

Enquiry Question:
How could these characters
have better handled the
situation by showing the key
competency of participating
and contributing?

Participating and contributing is about how we take part in society. When we are active members of society, there will be situations like this one where we are in conflict with others, where we should show tolerance.

#### ■ WHOLE CLASS:

+ Was the kindergarten acting responsibly by keeping farm animals in a residential area?

#### ■ GROUPS:

+ How could the kindergarten have worked with the community to achieve a different outcome to the story?

#### ■ INDEPENDENT:

+ What would happen if councils no longer had people to enforce noise control?

#### ■ WHOLE CLASS:

+ How do we balance our right to make noise with others' right to quiet?