

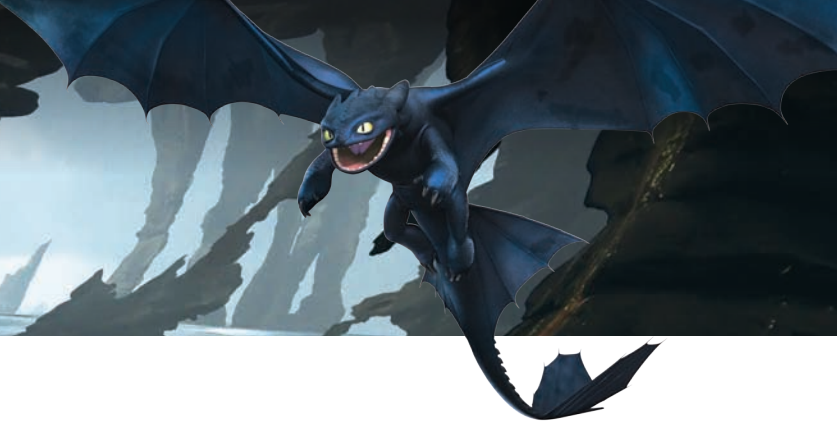


DREAMWORKS.
 HOW TO TRAIN YOUR
DRAGON
 3D

In Theatres, REAL D 3D and IMAX 3D March 26

DREAMWORKS ANIMATION SKG PRESENTS "HOW TO TRAIN YOUR DRAGON" MUSIC BY JOHN POWELL BASED ON THE BOOK BY CRESSIDA COWELL SCREENPLAY BY WILL DAVIES AND DEAN DEBLOIS & CHRIS SANDERS
 EXECUTIVE PRODUCERS KRISTINE BELSON, TIM JOHNSON PRODUCED BY BONNIE ARNOLD DIRECTED BY CHRIS SANDERS & DEAN DEBLOIS
 PARENTAL GUIDANCE SUGGESTED SOME MATERIAL MAY NOT BE SUITABLE FOR CHILDREN
 SEQUENCES OF INTENSE ACTION AND SCARE SCARY IMAGES AND BRIEF MILD LANGUAGE
 HOWTO TRAIN YOUR DRAGON.COM

A facilitator's guide for youth workers, leaders, educators and families to accompany the movie, *How To Train Your Dragon*.



Dear Group Facilitator:


This curriculum for *How To Train Your Dragon* is structured for use in conjunction with watching the movie and reading one or more of the books by Cressida Cowell about the heroic misadventures of Hiccup Horrendous Haddock III.

How To Train Your Dragon is a story for ages 8 -12. The themes of many of the questions in this guide are appropriate for all ages, but may need to be reworded when used with younger youth. The activity pages marked with a pencil icon are appropriate for youth 8 and up.

The guide offers discussion topics, activities and service-project ideas for youth. Exploring relationships, exploration and adventure, and changing perceptions are key themes in this guide.

Synopsis

From the studio that brought you *Shrek*, *Madagascar* and *Kung Fu Panda* comes *How To Train Your Dragon*. Set in the mythical world of burly Vikings and wild dragons, and based on the book by Cressida Cowell, the action comedy tells the story of Hiccup, a Viking teenager who doesn't exactly fit in with his tribe's longstanding tradition of heroic dragon slayers. Hiccup's world is turned upside down when he encounters a dragon that challenges he and his fellow Vikings to see the world from an entirely different point of view.



PG PARENTAL GUIDANCE SUGGESTED 
SOME MATERIAL MAY NOT BE SUITABLE FOR CHILDREN
SEQUENCES OF INTENSE ACTION AND SOME SCARY IMAGES, AND BRIEF MILD LANGUAGE ®

FILM curriculum is made possible through the partnership between Heartland Truly Moving Pictures and the National Collaboration for Youth. Heartland is a non-profit organization that seeks to recognize and honor filmmakers whose work explores the human journey. The National Collaboration for Youth is a non-profit organization providing a unified voice for its coalition of more than 50 national, non-profit, youth development organizations and concentrates on improving the conditions of youth in the United States and enabling youth to realize their full capabilities.





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The pencil icon designates pages of the curriculum that can be distributed to youth as worksheets.



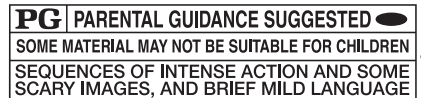
Introduction

Objectives for Youth

- Find adventures in your own backyard
- Explore friendships and relationships
- Enable others to change misconceptions

Step 1) Read the books and see the movie

The movie, *How To Train Your Dragon*, presented by DreamWorks Animation, LLC, opens in theatres nationwide March 26, 2010.



Reading Materials:

How To Train Your Dragon is based on the series of books by Cressida Cowell. These stories document the heroic misadventures of Hiccup Horrendous Haddock III. Hiccup lives as a Viking in the village of Berk and his life changes drastically when he befriends a dragon that he names Toothless.

Books in this series from Little, Brown and Company include the following:

How to Train Your Dragon (2004)

How to Be a Pirate (2005)

How to Speak Dragonese (2006)

How to Cheat a Dragon's Curse (2007)

How to Twist a Dragon's Tale (2008)

A Hero's Guide to Deadly Dragons (2009)

How to Ride a Dragon's Storm (2010)

Step 2) Participate

Take part in meaningful discussions and activities:

- Explore the setting of the story
- Live like a Viking
- Understanding relationships
- Changing misconceptions

Step 3) Take the lead to help others

Engage in a project within your community based on lessons learned in this curriculum. Project ideas are included in the curriculum; there is also a free, downloadable service-learning supplement to assist in the planning and managing of *How To Train Your Dragon* service projects. Please visit www.youthfilmproject.org/resources.htm to download the supplement.



Module One: Setting up the Story

Note to the Facilitator:

Hiccup lives on the island of Berk along with his fellow Vikings. In the movie, the Vikings have a tumultuous relationship with the neighboring dragons who steal their livestock and burn their homes. The Vikings fight the dragons in order to protect their land, and each group views the other with fear and contempt.

The following section takes a brief glimpse at the ways real Vikings lived.

Objectives for Youth

- Discover similarities and differences between actual history and Hiccup's life



Hiccup (JAY BARUCHEL) befriends Toothless, an injured Night Fury—the rarest dragon of all—in DreamWorks Animation's "How To Train Your Dragon," releasing March 26, 2010. How To Train Your Dragon™ & © 2010 DreamWorks Animation LLC. All Rights Reserved.



Module One: Setting up the Story

Section One: Vikings in History



Use the following to learn a bit more about when and how real Vikings lived. The following information is adapted from:

www.bbc.co.uk/history/ancient/vikings

The Facts

In history, the term “Viking Age” refers to Scandinavian lands and territories of the North Germanic people. The Viking Age is commonly centered on the period of time between the earliest recorded raids until about 1066 AD.

Vikings as Raiders

Vikings are commonly known for their history of plundering, but their culture was much greater than that. They were a farming society, lived in longhouses and even had an alphabet called *Futhark*.

Diet and Agriculture

The Vikings were a society that fished and farmed by raising livestock and working the land. What they farmed was used both for eating and for making clothing. They raised some animals, including lamb, and grew crops such as corn, barley, beans, wheat, rye, carrots and turnips.

With no refrigeration, Vikings kept their meat for a longer time by salting and drying it or smoking it. They also dried fruits. While they sweetened foods occasionally with honey when it could be found, they did not have sugar. The Viking diet was made up very heavily of meat, grains and root vegetables.

Shelter

Vikings lived in longhouses made with wooden sides and turf roofs. These long, spacious houses were often not furnished except with benches and many furs lining the interior for warmth. There was often a fire pit in the center of the longhouse with a circle cut in the roof above. People slept around this fire pit for warmth. There are even some accounts of livestock being brought into the longhouse at night for warmth.





Module One: Setting up the Story

Section One: Vikings in History

Education and Literature

The Vikings used symbols called runes. This runic alphabet was called *Futhark* and its symbols were carved into elements such as stone, wood and metal, with some rune stones still existing today.

Learn more about the Viking rune stones at www.pbs.org/wgbh/nova/vikings/runes.html and take a moment to see what your name looks like when using the runic alphabet.

Activity Extension

There is much more to learn about Viking culture than can be summarized in this guide. Do more of your own research to learn greater details of the Viking's day-to-day life.

The following sites offer an abundance of resources to get you started:

www.bbc.co.uk/history/ancient/vikings

www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ab86

www.hurstwic.org



(Left to right) Sailing to Dragon Island in hopes of ending their centuries'-long feud with the beasts once and for all, Chief Stoick the Vast (GERARD BUTLER) and blacksmith and Dragon Training drill sergeant Gobber (CRAIG FERGUSON) prepare for the worst in DreamWorks Animation's "How To Train Your Dragon," releasing March 26, 2010.
How To Train Your Dragon™ & © 2010 DreamWorks Animation LLC. All Rights Reserved.



Module One: Setting up the Story

Section One: Vikings in History



LET'S TALK
ABOUT IT!

Now that you've read a little about life in the time of the Vikings, use the questions below to discuss some of the similarities and differences between Berk and actual history.

Discussion Questions:

- How were the Vikings portrayed in *How To Train Your Dragon*? How were they similar to real Vikings in history? How were they different?
- How was the village of Berk portrayed in *How To Train Your Dragon*? Was it similar to a real Viking village? If so, in what ways?
- What parts of Viking life do you think you would enjoy most? Why?
- What day-to-day activities are you able to enjoy today that wouldn't have been possible in the Viking Age? Are there any you would be willing to give up?
- Are there parts of Viking life you can bring into your everyday life? What are they?



DREAMWORKS HOW TO TRAIN YOUR DRAGON



Module Two: Daring to Explore

Note to the Facilitator:

Hiccup Horrendous Haddock III lives in a time and a place that is full of adventure. While your life might seem like it can't compare to his without dragons and high-flying adventure, you might be surprised about the types of adventures you can find outside.

This following section focuses on getting youth outside and actively engaging them in the world around them.

Objectives for Youth

- Discover your Viking name
- Catalog creatures found nearby
- Engage in nature and exercise



Hiccup (JAY BARUCHEL) befriends Toothless, an injured Night Fury—the rarest dragon of all—in DreamWorks Animation's "How To Train Your Dragon," releasing March 26, 2010. How To Train Your Dragon™ & © 2010 DreamWorks Animation LLC. All Rights Reserved.



Module Two: Daring to Explore

Section One: What's Your Viking Name?

ACTIVITY

In order to enjoy your Viking adventures properly, you should take the time to create your Viking name.

How To Train Your Dragon has inventive names for each of the characters. Hiccup's full name is Hiccup Horrendous Haddock III and he is a member of the Hairy Hooligan tribe. Hiccup's father's name is Stoick the Vast and Hiccup's Viking peers have names such as Dogsbreath, Snotlout and Fishlegs. While these names sound silly, they define the traits of each Viking character in the way real Viking nicknames defined people in the Viking Age.

Eric Bloodaxe, Thorfinn Skullsplitter of Orkney, Olav the Stout and Olav the Saint are just a few of the known Vikings in history.

These Viking names, however, are not their true names, but rather nicknames. These nicknames were given based on one or more of the following categories*

*Categories excerpted from "Nicknames and Short-Form Names" at <http://www.vikingswerlady.com/ONNames.shtml>

- Physical characteristics
- Habits
- Temperament
- Occupation
- Place of origin
- Biographical
- Inherited nicknames



Activity

Name three of your physical characteristics. _____

Name one good habit and one bad habit. _____

What mood do you think people would describe you as having most of the time? _____

What is your favorite hobby? _____

Where were you born? _____

Using the questions that you answered above, take the time to create the Viking name that suits you best, using two or three of the descriptors you created above.

Viking Name: _____



Module Two: Daring to Explore

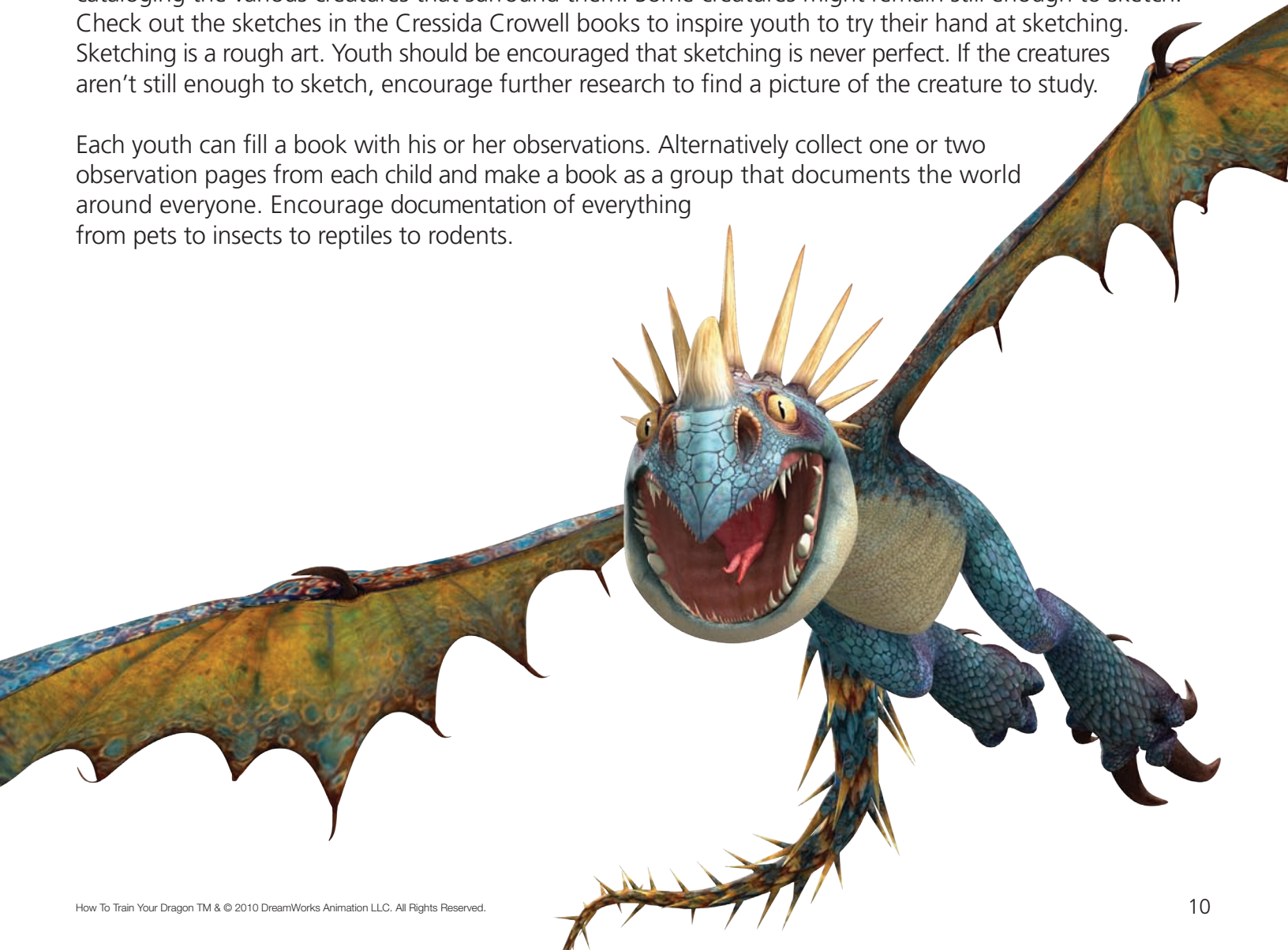
Section Two: Exploring and Recording

Hiccup studies Toothless in secret and records notable things about him in a journal through sketches and written descriptions. In the Viking's library in Berk, there is a book dedicated to dragons that contains details about each dragon's appearance and main characteristics. This book is one that the Vikings turn to in order to learn more about these creatures that surround them.

While you don't have dragons around you that you can catalog and research, you do have a multitude of other creatures lurking about. You might be surprised how much you can learn about them.

Distribute the following worksheet to your group or class and encourage each individual to spend a week cataloging the various creatures that surround them. Some creatures might remain still enough to sketch. Check out the sketches in the Cressida Crowell books to inspire youth to try their hand at sketching. Sketching is a rough art. Youth should be encouraged that sketching is never perfect. If the creatures aren't still enough to sketch, encourage further research to find a picture of the creature to study.

Each youth can fill a book with his or her observations. Alternatively collect one or two observation pages from each child and make a book as a group that documents the world around everyone. Encourage documentation of everything from pets to insects to reptiles to rodents.





Module Two: Daring to Explore
Section Two: Exploring and Recording

ACTIVITY

NAME OF CREATURE: _____

STATS

Five Physical Characteristics of Creature:

Three Ways the Creature Behaves:



Module Two: Daring to Explore

Section Three: Active and Adventurous

ACTIVITY

Each day Hiccup and the other Vikings get where they need to go by walking. They work hard in the fields and make clothing and tools for battle. They don't have the luxury of vehicles or even bicycles. Instead of spending time inside, watching television, working on the computer or playing video games, the Vikings explored the outdoors.

Try to spend more of your day outside and learn about the world around you by taking some time to live like a Viking.

Viking Adventures

After learning a little about Viking history in Module One, it's time to live like a Viking!

Here are some ideas to help get you started on your very own Viking adventure.

- **Plant a Viking-inspired garden.**

Based on the produce Vikings farmed, plant a backyard garden with cabbage and root vegetables. If you don't have enough space to plant a backyard garden, at least plant an herb garden in the windowsill and learn what it means to grow fresh herbs for meals!

- **Eat like a Viking for a day.**

Save your packaged food for another day. And remember, Vikings didn't have sugar. Instead, start the day with oatmeal with some apples and honey on top. For lunch and dinner, be sure to eat mostly vegetables with some meat or fish. Side dishes made of barley and other grains will help keep you full.

- **Sleep in a longhouse.**

Even though you don't have a real longhouse in your backyard, set up a tent and camp out in your backyard. Make sure to have lots of blankets to keep you warm! Even though the Vikings lived in one of the coldest climates in the world, don't try this in winter.

- **Make your own alphabet.**

The Viking alphabet was made of letters called runes. These look nothing like the letters in our alphabet we use today. Take some time to make a unique alphabet, and then write a letter to a friend. Be sure to include an answer key so your friend can decode the letter.





Module Three: Relationships

Note to the Facilitator:

Hiccup has a difficult time fitting in. He isn't the warrior his father expects him to be and he isn't as tough as his peers, who also expect him to live up to his namesake, "The Hope and the Heir to the Tribe of the Hairy Hooligans." With so much expected of Hiccup, he struggles with the feeling that he's not living up to everyone's expectations.

The following section explores Hiccup's relationships with his father and also with his friends. It also encourages youth to explore the relationships in their own lives.

Objectives for Youth

- Explore different relationships
- Set and meet expectations





During yet another nighttime dragon attack on their village, Chief Stoick the Vast (GERARD BUTLER) faces off against a Monstrous Nightmare in DreamWorks Animation's "How To Train Your Dragon," releasing March 26, 2010. How To Train Your Dragon™ & © 2010 DreamWorks Animation LLC. All Rights Reserved.

Module Three: Relationships

Section One: Family

Before answering the questions that follow, use the section of the script below to act out a pivotal scene between Hiccup and his father. Split your group into sets of two and have each read the scene. Alternatively, select two individuals to act out this scene between Stoick and Hiccup in front of the rest of the group.



STOICK, seated on a thick slice of tree-trunk. He is slouched over the fire-pit, stirring the coals with his axe. Embers waft around his beard, like tiny fireflies looking to alight on a red forest.

Hiccup tries to sneak past, up the stairs to his room.

STOICK
Hiccup.

HICCUP
(caught)
Dad...uh..

Stoick stands, takes a deep breath.

HICCUP (CONT'D)
I, uh... I have to talk to you, Dad.

STOICK
I need to speak with you too, son.

Hiccup and Stoick STRAIGHTEN at the same moment.

HICCUP
I've decided I don't
want to fight dragons.
(beat)
What?

STOICK
I think it's time you
learn to fight dragons.
(beat)
What?

STOICK (CONT'D)
You go first.

Module Three: Relationships
Section One: Family

HICCUP
No, you go first.

STOICK
Alright. You get your wish. Dragon training. You start in the morning.

HICCUP
(scrambling)
Oh man I should've gone first. Uh, 'cause I was thinking, you know we have a surplus of dragon-fighting Vikings, but do we have enough bread-making Vikings, or small home repair Vikings –

STOICK
--You'll need this.

Stoick hands Hiccup his axe. Hiccup avoids taking it.

HICCUP
I don't want to fight dragons.

STOICK
Come on. Yes, you do.

HICCUP
Rephrase. Dad I can't kill dragons.

STOICK
But you will kill dragons.

HICCUP
No, I'm really very extra sure that I won't.

STOICK
It's time Hiccup.

Module Three: Relationships
Section One: Family

HICCUP
Can you not hear me?

STOICK
This is serious son!

Stoick forces the axe into Hiccup's hands. Its weight drags him down. He looks up to see Stoick under-lit with firelight.

STOICK (CONT'D)
When you carry this axe...you carry all of us with you. Which means you walk like us. You talk like us. You think like us. No more of...
(gesturing to Hiccup's 'aura')
... this.

HICCUP
You just gestured to all of me.

STOICK
Deal?

HICCUP
This conversation is feeling very one-sided.

STOICK
DEAL?

Hiccup glances at the axe in his hands. It's a no-win argument.

Module Three: Relationships

Section One: Family



LET'S TALK
ABOUT IT!

Hiccup experiences a difficult relationship with his father Stoick who expects Hiccup to be something he is not. While the circumstances are different for everyone, many of us at one point or another experience not meeting someone's expectations.

Use the discussion points below to talk about family relationships and expectations.

Discussion Points

- Why was Stoick the Vast disappointed in Hiccup? Do you think this was fair?
- How did his father's disappointment in him affect Hiccup? What were the ways Hiccup tried to make Stoick proud?
- Are the expectations you have for yourself different than the expectations others have for you? How are they different? If people expect less from you than you do of yourself, how can you help change their minds about your potential?
- Have you ever experienced a parent, guardian, mentor or relative being disappointed in you? For what reason? How did you deal with this disappointment?
- Was there anyone in the village of Berk who supported Hiccup? Who was it and how did they support him?
- Is there anyone in your life who has supported you when you have felt discouraged? How did they support you?
- Think of the ways you interact with some of your family members. Would changing some expectations that you have for others benefit relationships in your family? In what way?





Module Three: Relationships

Section Two: Fitting In



LET'S TALK
ABOUT IT!

Fitting in is hard to do. Hiccup has trouble being accepted by his peers in the movie because he is different.

Use the discussion prompts below to open up discussion about friendship and fitting in.

Discussion Points

- Why did the other Vikings treat Hiccup differently?
- How did Hiccup's beliefs cause him to not fit in with the others?
- Have you ever experienced the feeling of not fitting in like Hiccup? How did you deal with this?
- At one point in *How To Train Your Dragon*, Hiccup says, "I'm not one of them" as he refers to the actions against dragons the other Vikings take. What kind of strength do you think separating yourself from others takes, particularly for someone who wants so badly to fit in? Have you ever been brave enough to separate yourself from something that other people are doing, even if it is unpopular to do so?





Module Four: Take the Lead

Note to the Facilitator:

Although Hiccup seemed to face an uphill battle in changing the way the Vikings interacted with and treated the dragons, he ultimately was able to change the perception that the Vikings had of the dragons. Through Hiccup's persistence, he changed the entire village of Berk and created a community where different people and different species lived together happily.

Hiccup's example can serve as encouragement to all that even one person can make a difference.

Use the following section to get your youth invested in thinking about the community in which they live and helping to change people's perceptions in order to positively impact others.

Objectives for Youth:

- Identify stereotypes
- Change misconceptions



Hiccup's fellow classmates in Dragon Training are (left to right): Ruffnut (KRISTEN WIG), Snotlout (JONAH HILL), Astrid (AMERICA FERRERA), Fishlegs (CHRISTOPHER MINTZ-PLASSE) and Tuffnut (TJ MILLER), in DreamWorks Animation's "How to Train Your Dragon," releasing March 26, 2010. Dragon™ & © 2010 DreamWorks Animation LLC. All Rights Reserved. How To Train Your Dragon TM & © 2010 DreamWorks Animation LLC. All Rights Reserved.



Module Four: Take the Lead

Section One: Identifying Stereotypes



LET'S TALK ABOUT IT!

In *How To Train Your Dragon*, the Vikings and dragons have a turbulent relationship. Many of the conflicts that exist are based on the Vikings not understanding what motivates the dragons to destroy property and steal livestock. After learning what causes the dragons to act so unkindly, the Vikings and dragons come to a mutual understanding and are able to conquer a common enemy together.

Use the following questions to think about stereotypes in the movie and in life and how people can change those.

Discussion Points:

- What was the reason the dragons stole the Viking's livestock and attacked their village? Why did the Vikings think the dragons attacked the village of Berk, and how did the Vikings treat the dragons because of it?
- How did Hiccup's friendship with Toothless help him change his perception about all dragons?
- Why does Hiccup have to keep Toothless a secret from the rest of the Vikings?
- Have you ever thought something about someone that turned out to be wrong? How did you learn that what you believed about this person was wrong?
- Have you ever helped anyone learn more about someone? What was the outcome of that experience?





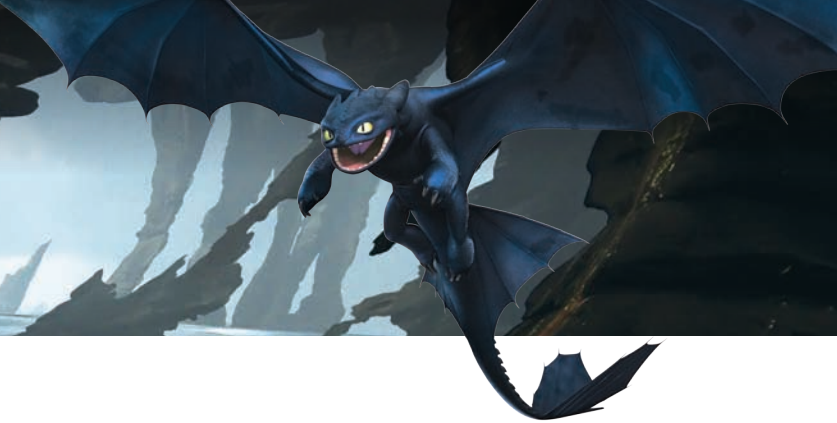
Module Four: Take the Lead

Section Two: Changing Perceptions

Just as Hiccup helped to change the Viking's perceptions of the dragons, think about the way you and your group can help change misconceptions surrounding something or someone in your community.

Here are some ideas to get you started:

- Plan a diversity fair to help others learn more about a different culture. Research the food, habits, games and customs of another culture and invite others to experience and understand all its unique facets.
- With others, develop a short play about bullying and perform it for a younger group of youth. Think about some of the themes from *How To Train Your Dragon* that you can use to help others understand friendships and fitting in.
- Sit with someone different than you normally do at lunch. Make sure to ask them questions about his or her life so that you really get to know this person.
- Volunteer at an organization in your community that works with people whom you might not fully understand. It might be volunteering at a food pantry or even a nursing home. Be sure to discuss with your peers how your understanding of the people you volunteered with was changed.
- Support all the clubs at your school by attending plays, sporting events and debates. By seeing what others do, it might help you better understand and appreciate others.



Dear Group Facilitator,

Please take a few moments to answer the questions in the evaluation for the *How To Train Your Dragon* Discussion Guide at www.youthFILMproject.org and click on "Evaluations." We value your feedback. Your comments and stories can help inspire others and keep the FILM Project alive.

Please visit www.youthFILMproject.org at the completion of this curriculum and tell us what you think. You can also send your stories to FILMinfo@trulymovingpictures.org.

Thank you for your support!

Sincerely yours,

The FILM team

The FILM Team
filminfo@trulymovingpictures.org