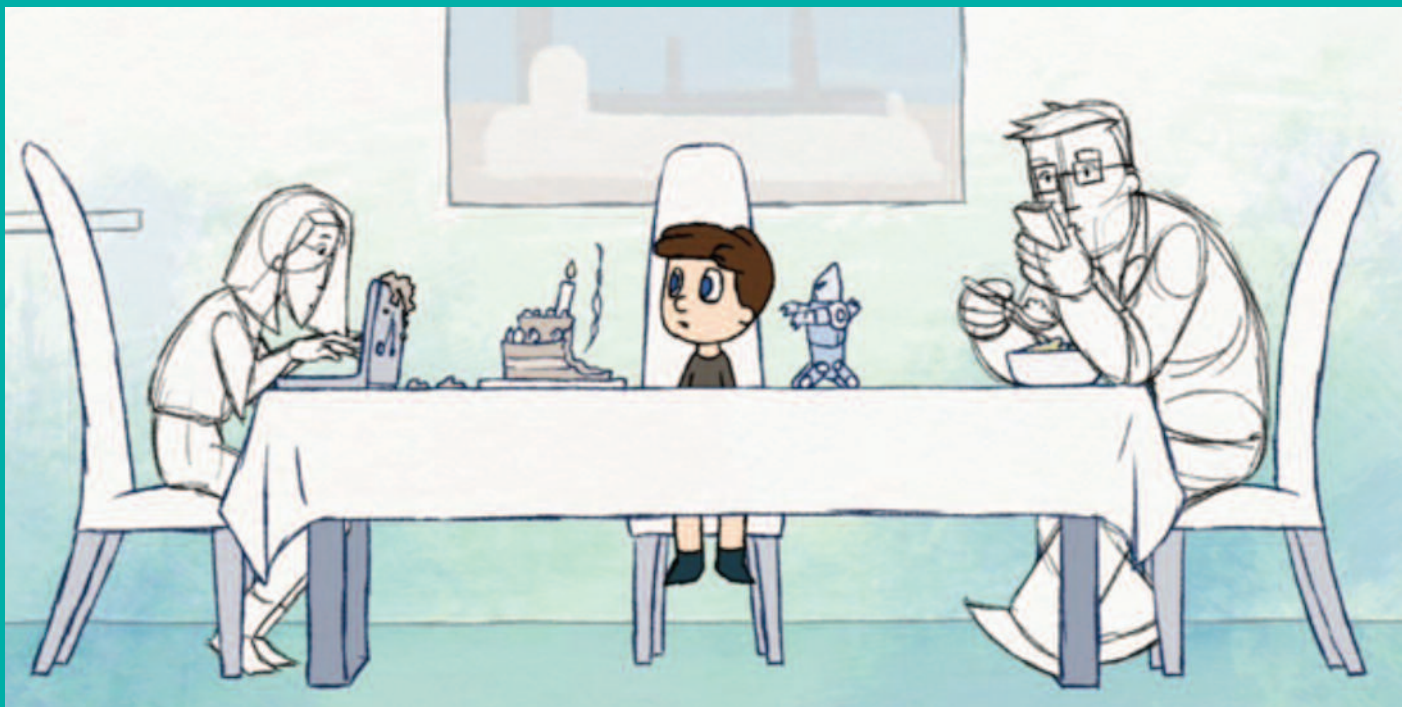


DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource:

Shorts For Middle Ones – Fox For Edgar

Secondary BGE – French | Created by Lucie Maupetit

Discovery Film Festival: Sat 22 October – Sun 6 November 2022

DCA

Dundee Contemporary Arts

EUROPA CINEMAS
MEDIA-PROGRAMME OF THE EUROPEAN UNION

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ONE CITY, MANY DISCOVERIES

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discoveryfilmfestival.org.uk

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With support from the DCA Cinema and Learning teams



Introduction

Discovery Learning Resources give you exciting classroom activities to enhance Curriculum for Excellence delivery.

They are created by classroom teachers and education professionals.

Each resource aims to:

- support and extend working with film in the classroom
- help prepare teachers for a class visit to a Discovery Film Festival film and to extend the impact of that visit for delivery of CfE
- develop confidence in Moving Image Education approaches and working with 21st Century Literacy/moving image texts

Each resource is free and available to download from:
<http://www.discoveryfilmfestival.org.uk/resources>:

Un renard pour Edgar (Fuchs für Edgar/Fox For Edgar)

Dir: Pauline Kortmann

Germany 2021 / 7m43s

No dialogue

Un renard pour Edgar (Fuchs für Edgar/Fox For Edgar)

Synopsis:

Edgar is not getting a lot of attention and affection from his parents, as they prefer spending time with their smartphones and laptops than with their son. In the forest, a fox helps lonely Edgar until his parents suddenly get a wake-up call.

Before watching the film

Activité 1: Informations sur le film (Reading)

Lis le texte ci-dessous. Prends des notes en anglais.

Le court-métrage Fuchs für Edgar (un Renard pour Edgar) est sorti en 2021. La réalisatrice est allemande et s'appelle Pauline Kortmann. Il s'agit d'un court métrage d'animation 2D dessiné par ordinateur. Il dure 7 minutes 43.

Supporting learners: You can provide learners with questions to answer in order to support understanding. The questions could follow the order of the text or not depending on how much support you wish to give.

What is the title of the short film ?

When did it come out ?

What nationality is the director ?

What is the director's name ?

What type of short film is it ? (2D animation or 3D animation ? / hand drawn or computer drawn ?)

How long does it last ?

I work on my own and with others to understand text using appropriate resources. I can read and demonstrate understanding of more complex texts which contain familiar and unfamiliar language.

MLAN 3-08a

Activité 2: **Prédire l'histoire (Class discussion)**

Regarde les 4 images tirées du film. À ton avis de quoi parle l'histoire ? Quels sont les thèmes importants ?

Supporting learners: You can provide learners with sentence stems to encourage the use of French for the discussion.

À mon avis, le film parle de _____ parce que _____.

Je pense que le thème principal est _____ car _____.

Selon moi, l'histoire parle de _____.

Je crois que les thèmes de ce film sont _____ et _____ parce que _____.

Je suis d'accord avec _____.

Je ne suis pas d'accord avec _____.

Learners might need support with some vocabulary so they should be encouraged to ask for it in French: Comment dit-on "...” en français ? so they can use as much French as possible. The justification might be in English at this stage but the majority of the sentence should be in French.

To support learners working out the themes you can get them to describe the pictures first, look at the use of colours.

- C'est un film en couleurs ou en noir et blanc ?
- Qu'est-ce qui est en couleur ?
- Qu'est-ce qui est en noir et blanc ?
- Que voit-on sur chaque image ?





*I can take part effectively in prepared conversations by using a variety of language structures to share information, experiences and opinions and by offering straightforward reasons for having these opinions. **MLAN 3-03a***

*I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts. **LIT 3-07a***

Le synopsis du film

Read the synopsis of the film and answer the questions below.

Edgar ne reçoit pas beaucoup d'attention ni d'affection de la part de ses parents car ils préfèrent passer leur temps sur leur téléphone et ordinateur portable qu'avec leur fils. Dans la forêt, un renard aide Edgar, qui se sent seul, jusqu'à ce que ses parents soient amenés à se réveiller.

- Why does Edgar not get much affection or attention from his parents ?
- How is Edgar feeling ?
- Who helps him ?

I work on my own and with others to read and explore texts in the language I am learning. I can demonstrate my knowledge about life and culture in some of the countries where the language I am learning is spoken. MLAN 3-09a

Après avoir regardé le film

L'utilisation de la technologie

This short film highlights the fact that many people spend too much time on their phones or other screens. This is a great opportunity to look at some useful vocabulary to talk about what you can do with technology.

Here is a powerpoint that provide you with a variety of Listening, Talking and Reading activities to introduce and practise that vocabulary.

[Download here](#)

Vocabulaire :

avec un portable : with a mobile phone

appeler des amis : call friends

envoyer des emails : send emails

jouer à des jeux : to play games

télécharger de la musique : download music

aller sur les réseaux sociaux : go on social networks

on peut : we can

envoyer des textos : send texts

regarder l'heure : check the time

écouter de la musique : listen to music

aller sur internet : go on the internet

prendre des photos : take pictures

Then look at the first part of the film again and discuss what the parents use technology for. You can use sentence stems to support learners.

Le papa utilise son téléphone pour ...

La maman utilise son ordinateur pour ...

La maman utilise son téléphone pour ...

I can participate in a range of collaborative activities, including games, paired speaking and structured role plays, in a range of realistic contexts set mainly in a country where the language I am learning is spoken. MLAN 3-05a

Les activités sans technologie

Here is a quiz that can be used to make connections between English and French vocabulary.

[Click to download](#)

Although much of the vocabulary used is likely to be unfamiliar to pupils, many connections between French and English can be made. Supporting learners in making these connections should allow them to complete the quiz.

mange => a manger is not a crib but a trough animals feed from.

les dents => dentist / dental

l'arc => archery

fabriquent = > to fabricate is to manufacture or to invent

dort => a dormitory, dormant

*I experiment with new language, working out the meaning of words and phrases using vocabulary I have learned so far. **MLAN 2-11c***

Qui fait quoi ?

Match the characters and the activities they do in the film. You can reuse the same character several times.

- 1 Il passe beaucoup de temps sur son téléphone. _____
- 2 Il se brosse les dents. _____
- 3 Il offre un robot à son fils. _____
- 4 Elle s'aperçoit que son fils n'est pas là. _____
- 5 Il prend des photos. _____
- 6 Il reçoit des textos. _____
- 7 Elle envoie un texto à son mari. _____
- 8 Il fait du tir à l'arc. _____
- 9 Il laisse son téléphone dans le coffre à jouets avec le robot. _____
- 10 Il joue avec Edgar. _____
- 11 Il mange une pomme. _____
- 12 Il appelle son fils quand il se rend compte qu'il n'est plus là. _____
- 13 Elle passe beaucoup de temps sur son ordinateur. _____
- 14 Il est passionné par les renards. _____

Edgar – Le papa d'Edgar – La maman d'Edgar – le renard

*I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language. **MLAN 2-08b***

Pour aller plus loin

UNCRC – Wants and Needs activity

This short film can be a really nice way to engage into discussions around children's rights.

To help with this discussion, UNICEF developed the Wants and Needs cards where learners have to decide whether what is on the card is a Want or a Need.

These cards have been translated into French and therefore can be used in the language classroom.

Pupils work in groups of 3 or 4 and take turn at picking up a card, reading it out in French and deciding C'est une envie ou un besoin ? The rest of the group then say whether they agree or disagree (je suis d'accord, je ne suis pas d'accord) If they disagree, they can discuss why in English but the core of the activity can be done entirely in French.

In order to support with the reading out loud part, it might be worth explicitly looking at the phonemes [é] and [tion] as they come up several times.

It is possible to then go over the answers as a listening activity. The teacher calls out one of the cards in French and asks whether it is a Want or a Need (C'est une envie ou un besoin ?) Learners need to recognise what they hear and match it up with the written form in front of them.

The needs link directly to children's rights. So from there, you could have a discussion (in English) around whether you feel Edgar's rights were being met or not.

[Click here to download Powerpoint](#)

*I can participate in familiar collaborative activities including games, paired speaking and short role plays. **MLAN 2-05b***

*I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and short texts. **MLAN 2-07b***

*As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a***



Extra speaking activities

It's Edgar's birthday. He is really hoping for a fox of some sort but instead gets a robot.

In groups, take turns to pick up a card with a birthday present on it and decide whether it is technology or not technology.

Eg : un gâteau, ce n'est pas de la technologie.

Une montre connectée, c'est de la technologie.

In order to think about pronunciation, you could focus on the letter 'A' and the different pronunciation depending on whether it is on its own, part of the groups AU and EAU or part of the groups AN+consonnant and AM+consonant or part of the group AI.

*I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and short texts. **MLAN 2-07b***

You could then do a class survey of what people are wanting for their birthday.






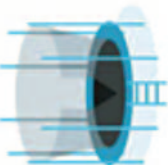


















Qu'est-ce que tu voudrais pour ton anniversaire ?

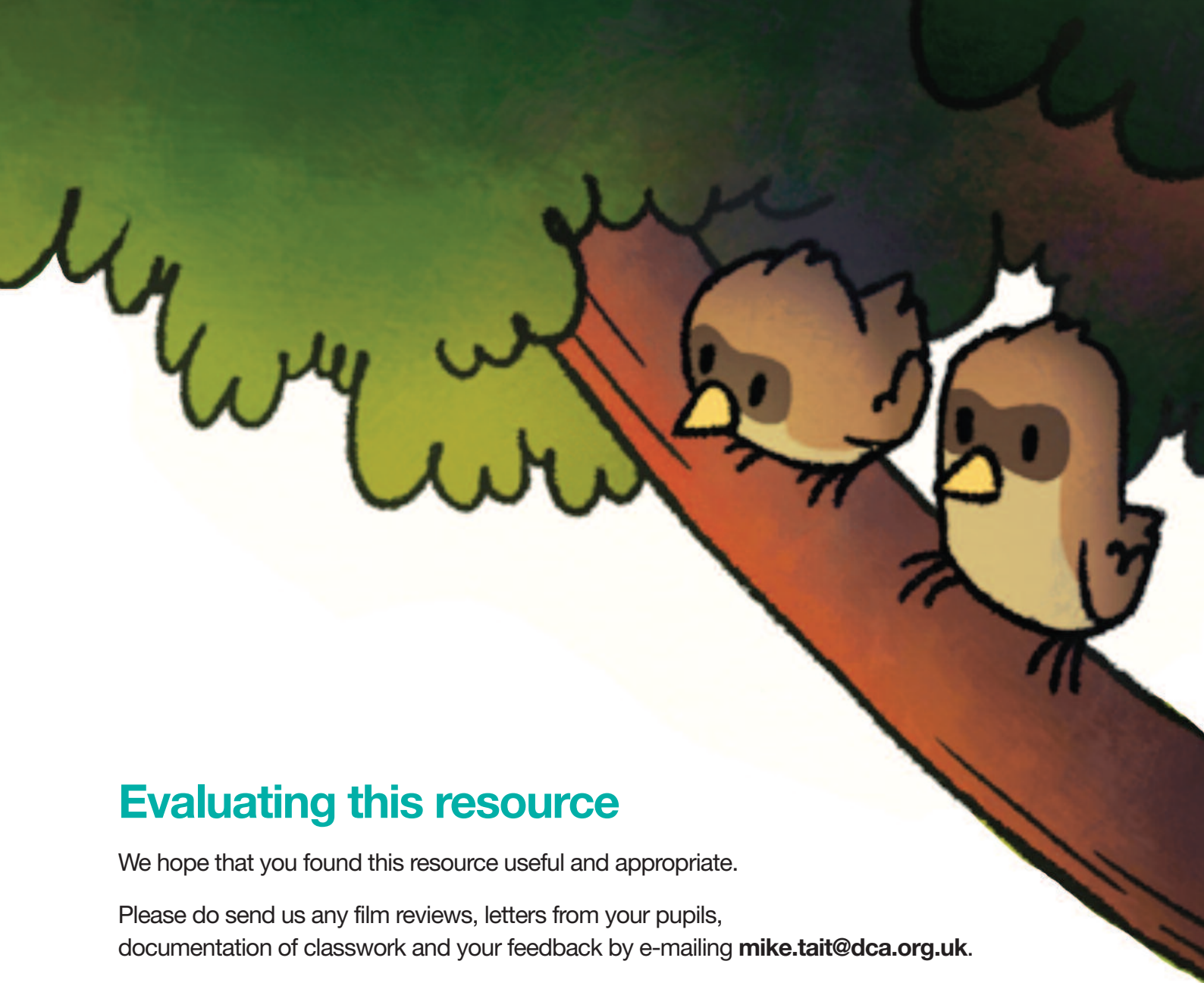
Pour mon anniversaire, je voudrais...

I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures.

MLAN 2-03b



un gâteau		un livre		un magazine		du maquillage		une sortie au zoo		un trampoline	
un téléphone portable		une tablette		un ordinateur portable		une promenade à cheval		des chaussures		une console de jeux	
un jeu de société		de la peinture		une sortie au stade		un casque audio		des vêtements		un vélo	
un appareil photo		une montre connectée		une sortie à la piscine		un DVD		une sortie au cinéma		un sac à dos	



Evaluating this resource

We hope that you found this resource useful and appropriate.

Please do send us any film reviews, letters from your pupils,
documentation of classwork and your feedback by e-mailing **mike.tait@dca.org.uk**.

Would you make a good Discovery Film Festival Case Study?

We are seeking a number of simple Case Studies in how teachers have used or are using Discovery films in the classroom across Curriculum for Excellence and across the Levels.

Any case studies that we develop would be intended for presentation on GLOW, the Creativity Portal and on Discovery Film Festival websites. We have a simple template to be completed and are keen to have classwork and documentation included.

If you would like to be a Discovery Case Study please e-mail **sarah.derrick@dca.org.uk**