

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: Le petit oiseau et les abeilles

Level 1 / P2 to P4 / Ages 5+

Curricular Themes: Languages (French)

Created by Virginie Bradbury, Lucie Maupetit and Ann Melville, PanTayside 1+2

Discovery Film Festival:

Sat 17 October - Sun 1 November 2020

discoveryfilmfestival.org.uk

DCA

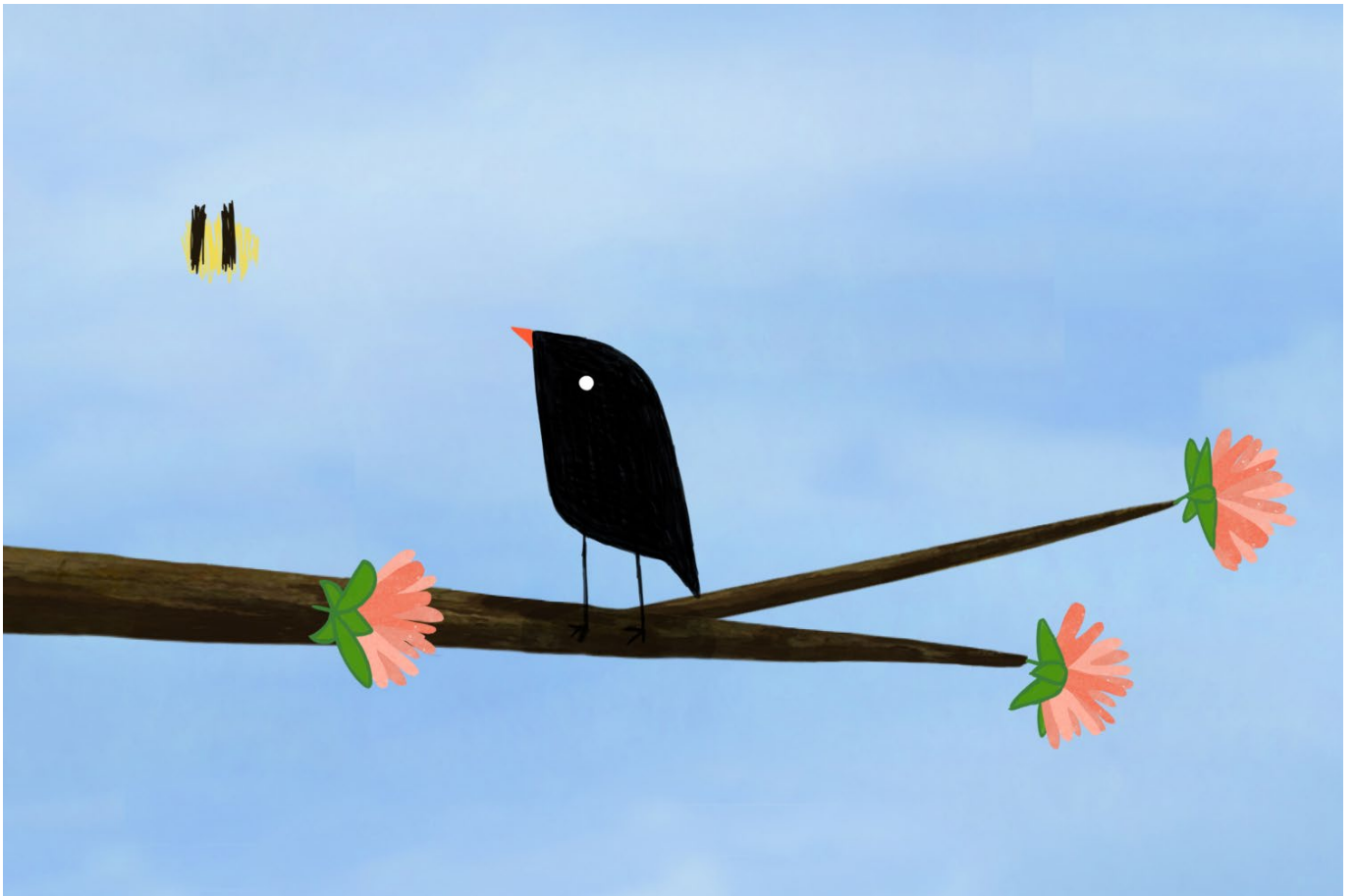
Dundee Contemporary Arts



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With support from 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

www.discoveryfilmfestival.org.uk/resources



Le petit oiseau et les abeilles (The Little Bird And The Bees)

Dir: Lena von Döhren

Switzerland 2020 / 4m30s

Dialogue free

Synopsis

It is spring time. High up in its tree, the little bird looks after the first flowers on the maple tree in front of its door. But not only the friendly bees show an interest. Behind the trees the fiery red fox is already waiting for his chance – and thus an adventurous journey begins.

Teacher's Notes:

These resources are aimed at First Level, therefore they are focused on Listening and Talking Experiences and Outcomes in order not to cause confusion with the development of English phonics. Pupils will be exposed to environmental print but the majority of the activities will not require any reading or writing in French.



This pack contributes towards the following Experiences and Outcomes for Modern Languages:

Listening and Talking

*I am learning to take an active part in daily routines, responding to simple instructions which are accompanied by gesture and expression. **MLAN 1-01b***

*I can listen to and show understanding of language from familiar voices and sources. **MLAN 1-01c***

*With support I am becoming an active listener and can understand, ask and answer simple questions to share information. **MLAN 1-03***

*I can participate in a range of collaborative activities. **MLAN 1-05b***

*I can use my knowledge about language and pronunciation to ensure that others can understand me when I say familiar words and phrases. **MLAN 1-07b***

Reading

*I can recognise labels and environmental print. I am beginning to organise images and text. With support, I can sequence images and text to demonstrate my understanding. **MLAN 1-08a***



Activité 1 : Les fleurs (flowers)

The purpose of this activity is to use stills from the film as a context to revise colours and numbers to 10 in French.

A. Revise numbers to 10. This can be done prior to watching the film.

- Chant the numbers as a class. If you are unsure about pronunciation, follow this link: <https://www.thinglink.com/scene/1330528084956282883>
- Say numbers in French. Pupils use their fingers to show the number they hear.
- Pupils work in pairs to play ping-pong. Partner A says a number in English, partner B says it in French and then says another one in English, then partner A says it in French and so on.
- Do some simple mental maths in French. You can do this in English and only use the numbers in French. Should you wish to deliver the whole activity in French, here is what you need: <https://www.thinglink.com/scene/1332412341886648323>

B. Revise colours. This can be done prior to watching the film.

- If you are unsure about pronunciation follow this link: <https://www.thinglink.com/card/1333060887807787009>
- Play 'What is Missing' using the slides 1 to 6 of the Colour Revisions PowerPoint: https://www.dca.org.uk/assets/general/colours_revisions.pptx
Play the audio files and pupils spot which colour they hear that is not on the slide.
- Play 'Quelle couleur aime Charlie' using the slides 7 to 14 of the PowerPoint.

C. Practice using stills from the film.

- Use the slides 2 to 6 from Colouring the Flowers PowerPoint: https://www.dca.org.uk/assets/general/colouring_the_flowers.pptx to practise the numbers in context. Pupils can show understanding of the question with a single word answer. However they should be encouraged to build full sentences as much as possible using lots of repetition.

D. Listening activity.

- Pupils listen to the description of four different branches and colour the flowers based on the numbers and colours they hear. Use the Colouring the Flowers worksheet in **Appendix 1**.
- The listening activity is best completed individually after completing one example as a class to clarify the activity. Here is an internet link to the sound files so pupils can listen to them as many times as they need: <https://www.thinglink.com/scene/1350459890199429121>
- Should you choose to do this as a class it can be linked to note taking. Play the sound files several times while pupils take notes of the information they are going to need (numbers and colours) before starting to colour.



Activité 2 : Les animaux (animals)

Download The Animals PowerPoint: <https://www.dca.org.uk/assets/general/animals.pptx>

A. Introduce the vocabulary for the four animals in the film using the interactive flashcards (slides 2 to 5 of the PowerPoint).

- Practise the question with the class. Pupils ask you the question as you introduce the four animals.
- Go over the flashcards again several times in any order. Say the French and pupils repeat.
- Do the same again but count to 3 before pupils repeat. This encourages pupils to repeat the words over and over in their heads for those 3 seconds and helps retention.

B. Practise the vocabulary through games.

- Only repeat if it is the correct word. Show a picture and say a word. Pupils only repeat it if it is correct. You can add an elimination process if your class responds well to this type of activity.
- Guessing game: A pupil chooses a flashcard to display. The teacher or a confident pupil tries to guess which one it is without looking. The class needs to say 'oui' or 'non'. You can add a point system for increased motivation.
- Play 'What is Missing?' using slides 6 to 9 of the PowerPoint.

C. Practise the vocabulary using questions and answers based on the film.

- Slides 10 to 15: Practise the question: 'Qu'est-ce qu'on voit?' (What can we see?) and encourage pupils to answer in full sentences: 'On voit ...' (We can see ...).
- Slides 16 to 19: Practise the question: 'Qui habite dans ...?' (Who lives in ...?) and encourage pupils to answer in full sentences although this one is more challenging. This is a good opportunity to make the link between 'habite' in French and 'habitat' in English.
- Slide 20: revise the opinions: 'aime' (likes) and 'n'aime pas' (doesn't like).
- Slides 21 to 27: Ask pupils to make sentences in French to talk about the relationship between the different animals and flowers in the film by filling in the blank with either 'aime' or 'n'aime pas'. They can then justify their opinion in English. Pupils might notice the change of articles. If they do you can explain the difference between the indefinite and the definite article, just as in English we can change from 'a' to 'the'.



Activité 3 : Les parties du corps (body parts)

Download the Body Parts PowerPoint:

<https://www.dca.org.uk/assets/general/bodyparts.pptx>

A. Introduce the vocabulary for the four Body Parts using the interactive flashcards (slides 2 to 5 of the PowerPoint).

- Practise the question with the class. Pupils ask you the question as you introduce the four body parts.
- Go over the flashcards again several times in any order. Say the French and pupils repeat.
- Do the same again but count to 3 before pupils repeat. This encourages pupils to repeat the words over and over in their heads for those 3 seconds and helps retention.

B. Practise the vocabulary through games.

- Only repeat if it is the correct word. Show a picture and say a word. Pupils only repeat it if it is correct. You can add an elimination process if your class responds well to this type of activity.
- Guessing game: A pupil chooses a flashcard to display. The teacher or a confident pupil tries to guess which one it is without looking. The class needs to say 'oui' or 'non'. You can add a point system for increased motivation.

C. Practise the vocabulary using stills from the film.

- Slides 6 to 10 : C'est quel numéro? Say the body part and pupils say the number in French. The advantage of this activity is that it can easily be delivered entirely in the target language which is highly motivating for pupils. The slides include numbers up to 20 but can be edited if pupils are not secure with this range of numbers.
- Slides 11 to 14: Practise question : 'Qu'est-ce qu'on voit?' (What can we see?) and encourage pupils to answer in full sentences: 'On voit' (We can see ...)



Activité 4 : Les parties du corps : labelling activity

For the Body Parts worksheet see **Appendix 2**.

If your pupils are nearing the end of First level and are reasonably confident with English phonics, then it is worth introducing a little bit of reading in French.

The main purpose of this activity is for pupils to match the words they are familiar with through Listening and Talking activities with their written forms. It is important to highlight that the phonic system changes from one language to another. However there are some similarities. Pupils can look at the four words and try to identify which graphemes/phonemes are similar in French and in English and which are different.



Additional Resources

Appendix 1

Écoute les descriptions et colore les fleurs.
Listen to the descriptions and colour in the flowers.

1-



2-



Nom : _____

3-



4-

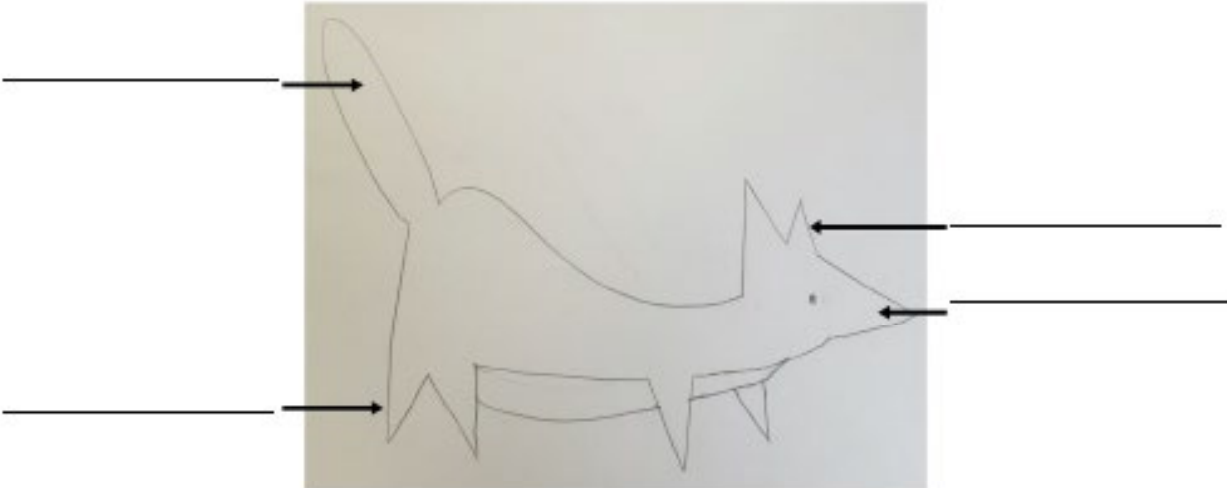




Appendix 2

Les parties du corps

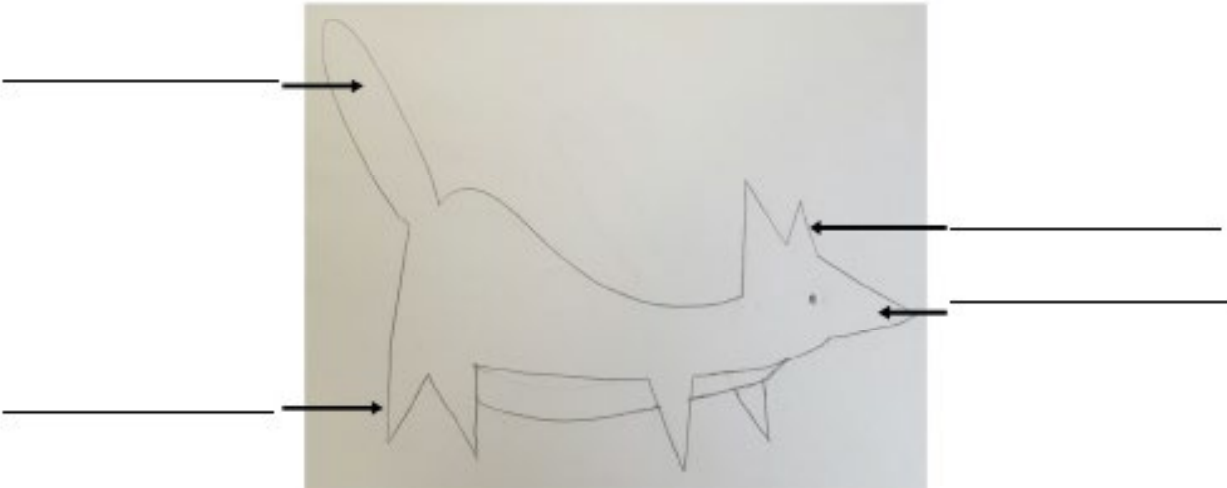
Write the words from the box on the correct line.



le nez / les pattes / les oreilles / la queue

Les parties du corps

Write the words from the box on the correct line.



le nez / les pattes / les oreilles / la queue



Evaluating this resource

We hope that you found this resource useful and appropriate.

Please do send us 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