

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource:

Shorts For Language Practice – Ursa – Gaelic

Created by Virginie Bradbury

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

DCA

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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>:

Ursa – Song Of The Northern Lights (Ursa – Nordlysets sang)

Dir: Natalia Malykhina

Norway 2021 / 10m20s

No dialogue



Ursa

Synopsis:

A little polar bear Ursa is alone in the cold dark Arctic and looking for his mum. He walks through a blizzard, through icy cold tundra and sharp ice hummocks, towards the northern lights and the magic song in hope to find his mother. After many challenges he comes to the edge of the earth. In front of him is only the sea and the northern lights. And there in the distance, in the northern lights he sees his mum!

https://www.dca.org.uk/assets/general/Powerpoint_Ursa_Gaelic_Number_1_-_Dè_tha_seo.pptx

Activity 1: **Dè tha seo? – What is it?**

This activity is designed for teaching or revising vocabulary for the animals which feature in the film. The PowerPoint provided includes audio files and can be navigated using the images at the sides. Printed flashcards can also be used.

Show each flashcard and say or play the caption. Use the question “Dè tha seo?” and repeat the vocabulary in random order until learners become familiar with the vocabulary. Encourage learners to use the sentence, for example “Seo mathan-bàn.” rather than just the target words.

Other familiar flashcard activities can be used to reinforce the vocabulary. Mini flashcards are included in the pack which can be printed for group or paired activities.

https://www.dca.org.uk/assets/general/Excel_Ursa_Gaelic_Number_1_-_mini_flashcards.xls

Activity 2: **Seo ... no ...? – Is it ... or ...?**

This is a simple reading activity, designed to help learners recognise the words for the animals covered. Each slide asks the learners to pick the correct answer from two options: “Seo mathan-bàn no ròn?”. Learners look at the picture and say the correct word. Click on the slide to reveal the correct answer.

https://www.dca.org.uk/assets/general/Powerpoint_Ursa_Gaelic_Number_2_-_Seo_..._no_....pptx

Activity 3: **Loop cards – arctic animals**

https://www.dca.org.uk/assets/general/Word_Gaelic_Ursa_Number_1_Loop_cards_arctic_animals_Gaelic.docx

The loop cards can be used to practise the vocabulary in groups of up to eight learners. Print the cards and cut along the bold lines so that each card includes a white and a blue rectangle. Share out the cards between the players, one each if there are eight players. If there are less than eight players some players will have more than one card. The player with the start card begins by saying “Toiseach. Dè tha seo?” and by putting the card in the middle of the table to show other players the picture on the blue part of the card. Whoever has the sentence which matches the picture reads out the sentence then places the card next to the previous one to show players the next picture. Play continues this way until the last card, and with the last player reading “Deireadh”.

Activity 4: **Write the room**

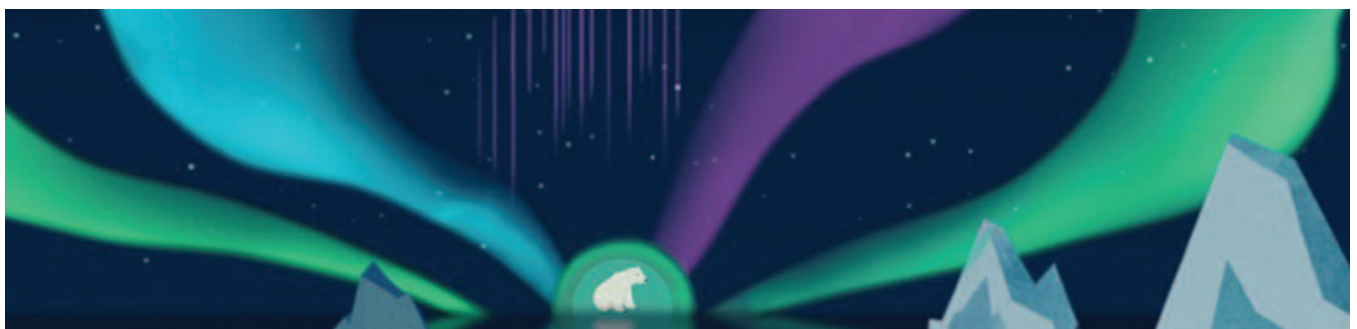
This activity supports learners in writing the vocabulary for the different animals by matching words with pictures and copying the vocabulary onto a recording sheet. The document includes three different recording sheets, offering differentiated support, and full instructions for the activity are on the final page of the document.

https://www.dca.org.uk/assets/general/Word_Gaelic_Ursa_Number_2_-_Write_the_room_-_Ursa_Gaelic.docx

Activity 5: **The plural**

https://www.dca.org.uk/assets/general/Powerpoint_Ursa_Gaelic_Number_3_-_Arctic_animals_-_plural.pptx

Use the PowerPoint presentation to look how words change from the singular to the plural form. Say the words out loud or listen to the sound files and ask the learners to repeat. The final slide can be printed for the learners to refer to during the team window activity (activity 6) or used on the interactive whiteboard if the learners need to hear the sound files.



Activity 6: **Uinneag na Sgioba - Team Window**

https://www.dca.org.uk/assets/general/Powerpoint_Ursa_Gaelic_Number_4_-_Team_window_Gaelic.pptx

https://www.dca.org.uk/assets/general/Excel_Ursa_Gaelic_Number_1_-_mini_flashcards.xls

Put learners in groups of 3 or 4 and assign a number to each pupil (1 to 3 or 1 to 4). Pupil 1 picks up a card and says in Scottish Gaelic whether they like that item or not. E.g: **Is toil leam ròin./Cha toil leam ròin. (Please note the use of the plural form as we are talking about animals in general.)**

Pupil 1 asks the others what they think of that item: **An toil leat ròin?**

Pupils 2, 3 and 4 answer: **Is toil, is toil leam ròin./Cha toil, cha toil leam ròin. (Please note that in Scottish Gaelic, there are no words for 'yes' or 'no'. Instead, we repeat the start of the sentence as an emphasis to express negation or affirmation.)**

Pupil 1 counts how many people like that item and write that item in the correct part of the paper.

Pupil 2 picks up another card and repeats the process.

Continue until you have used up all the cards.

Activity 7: **Verbs of movement – Delayed repetition**

https://www.dca.org.uk/assets/general/Powerpoint_Ursa_Gaelic_Number_5_-_Verbs_of_movement_Delayed_repetition.pptx

In this activity, learners have the opportunity to practise some verbs of movement vocabulary by repeating what the teacher says or what they hear on the sound files. Say the word written in Scottish Gaelic on the slide or play the sound file. Instead of getting the learners to repeat immediately what is said, enforce a 3-second delay so that students have to keep running over in their heads what they have heard. The language is mentally repeated in short-term memory leaving a trace which can eventually find its way into long-term memory.



Activity 8: **Only repeat if it is true**

https://www.dca.org.uk/assets/general/Powerpoint_Ursa_Gaelic_Number_6_-_Verbs_of_movement_Only_repeat_if_its_true.pptx

Again, in this activity, learners have the opportunity to practise some verbs of movement vocabulary by repeating what the teacher says or what they hear on the sound files. Select a word from the list in Scottish Gaelic on the slide or play one of the sound files. Ask the learners to repeat what is said if it represents the picture otherwise, they will have to remain silent.

Activity 9: **Sentence builder**

https://www.dca.org.uk/assets/general/Powerpoint_Ursa_Gaelic_Number_7_-_Sentence_builder_-_Ursa_Gaelic.pptx

https://www.dca.org.uk/assets/general/Word_Number_3_-_Ursa_-_sequencing.docx

The PowerPoint includes a selection of activities using a sentence builder to practise combining verbs with adverbs, and covering the four skills of listening, talking, reading and writing, as well as providing an opportunity for learners to look at the sentence structure and compare it to English. The verbs used include those covered in the previous activities and are given in first and third person.





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