

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: **Regardez, écoutez, discutez...** **Shorts For Language Practice**

P4/P5

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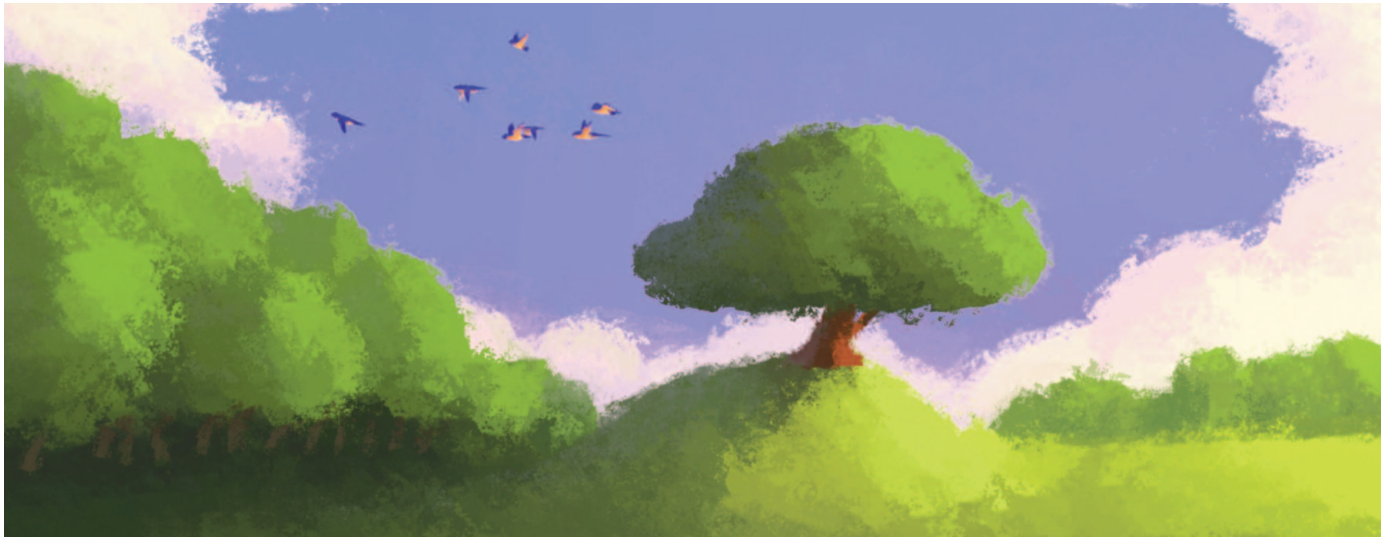
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Introduction

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>

The films in the Shorts For Language Practice 2019 collection are:

Belly Flop, 2018, dirs. Kelly Dillon and Jeremy Collins, South Africa (4'54"), no dialogue

Coucouteurs, 2018, dir. Oana Lacroix, Switzerland (6'35"), no dialogue

Hedgehog, 2018, dirs. Vaibhav Keswani, Jeanne Laureau, Colombine Majou, Morgane Mattard, Kaisa Pirttinen and Jong-ha Yoon, France (4'43"), in English

Le Rêve de Sam (Sam's Dream), 2018, dir. Nölwenn Roberts, France (7'18"), no dialogue



Belly Flop

Synopsis

Persistence pays off when a brave and unashamed young girl tries different types of dives, unperturbed by a talented diver who steals the spotlight.

Activité 1: **La tenacité – Resilience**

Discutez – Discuss

Please note that due to the depth of the discussions in this activity, it is not expected that the learners will be able to express their ideas in the target language, therefore, it should be completed in English. This activity is to encourage the learners to think about and discuss resilience and admiration for others.

What leads to admiration for others like sports people? What would be your reaction to the fact that you are being admired?

After watching the movie, discuss in English how the main character is showing resilience. What did her persistence lead to?

Discuss how resilience helps with language learning. What are the benefits?

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.

HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a

Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.

HWB 0-12a / HWB 1-12a / HWB 2-12a / HWB 3-12a / HWB 4-12a

*When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. **LIT 1-02a***

Activité 2: À la piscine – At the swimming pool

<http://bit.ly/2mcpOxB>

Associez les phrases au bon nombre. Écrivez le nombre dans la case.

Match the sentences to the correct number. Write the number in the box.

- Faites attention à la profondeur de l'eau.
- Ne courez pas autour de la piscine.
- Ne nagez pas sous un plongeoir.
- Les mêmes règles s'appliquent dans un jacuzzi.
- Faites attention avant de sauter ou de plonger dans l'eau.
- Suivez les règles de sécurité en utilisant le toboggan.
- Écoutez ce que disent les sauveteurs ou les adultes.
- Les bébés doivent être supervisés par un adulte.
- Les sauveteurs sont là pour vous aider.



Le vocabulaire – Vocab:

Courir – to run

(le/la/les) même(s) – (the) same

Nager – to swim

Un plongoir – a diving board

La profondeur – depth

Les règles – rules

Un sauveteur – a lifeguard

Le toboggan – a slide, a chute

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 0-16a / HWB 1-16a / HWB 2-16a / HWB 3-16a / HWB 4-16a

I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language. MLAN 1-08b

I am beginning to use illustrated word-banks, picture prompts, picture dictionaries and displays to support my understanding of simple texts. MLAN 1-11a

Activité 3: Le poster – Poster

Utilisez les phrases de l'Activité 2 et créez un poster en français insistant sur un seul aspect des dangers de l'eau. Par exemple, 'Ne courez pas autour de la piscine.' – 'Do not run around the swimming pool.'

Using the sentences in Activité 2, create a poster in French focussing on one aspect of water safety for example: 'Ne courez pas autour de la piscine.' – 'Do not run around the swimming pool.'

Discuss with the children what makes an informative poster. Go over what they could draw for each of the sentences.

With support, I am beginning to experiment with writing in the language I am learning.

MLAN 1-13

I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. LIT 1-24a

Activité 4: **Le sauveteur arrive – The lifeguard is coming**

<http://bit.ly/2ltT0Qw> <http://bit.ly/2m0clZE>

Comment jouer ? – How to play the game?:

Before starting the game build up a word bank of instructions and other useful vocabulary. Select as many or as few instructions as you want depending on the ability of your learners. Print the cards out on paper or card.

Make sure the pupils are familiar with the pictures corresponding to the different actions. (For ideas, see *Activité 2* in *Coucouleurs*)

Label each side of the hall/playground with an area of the pool – changing rooms, showers, poolside and picnic area.

One person gives instructions (initially the teacher) and the class follows them. Begin with a few instructions and build up gradually.

Anyone who does not complete the instruction or the last person to complete the instruction is out (optional).

Les variantes – Variations

Add or adapt instructions

- to fit with how the children are used to playing the game elsewhere
- suggestions from children
- to incorporate other verbs of movement which you wish to practise

I can listen to and show understanding of language from familiar voices and sources.

MLAN 1-01c

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





Activité 5: **Retracer de mémoire – Mapping from memory**

<http://bit.ly/2mcpOxB>

Print the poster on page 8, in colour and on A3 paper. Pupils will be working in teams of 4 with each member being allocated a number 1–4. If you have a smaller team, allocate 2 numbers to some of the pupils.

All teams are given a blank A3 sheet and coloured pens, pencils, etc.

Tell the learners that they will have to draw and write what is on your poster onto their blank sheet of paper as accurately as possible. They should use the same colours and place the different information in the same position.

Each group (1s, 2s, 3s and 4s) will be allowed the same amount of time to come and look at the poster. Usually 45sec. works well but you can increase or decrease that time. Depending on the amount of time available for the activity, each group should be able to revisit the poster at least 3 times. Encourage the rest of the team to have a good look at what is already on their poster in order to choose a different area to look at when it is their turn. Advise them to talk to one another to agree on what part they should check again if they are not sure on the colour or spelling of a word.

Call out all number 1s to come to have a look at the poster. The teacher holds the poster so that only the group of number 1s can see it. When the time has elapsed the number 1s return to their table and draw what they can remember while the group of number 2s look at the poster. Carry on until all members of the team have been called out at least 3 times.

Instructions in the target language:

When calling out the groups:

Numéros 1 Number 1s

Numéros 2 Number 2s

Numéros 3 Number 3s

Numéros 4 Number 4s

Venez ! Come!

Repartez ! Go back!

La correction – Correction:

We encourage you to correct the maps as a whole class.

This is a great opportunity to learn or revise directional vocabulary as well as the vocabulary related to the topic on the map.

Le vocabulaire – Vocab:

Qu'est-ce qu'il y a,

- en haut à droite ?
- en haut au milieu ?
- en haut à gauche ?
- au milieu ?
- au milieu à droite ?
- au milieu à gauche ?
- en bas à droite ?
- en bas au milieu ?
- en bas à gauche ?

What is:

- in the top right?
- at the top, in the middle?
- in the top left?
- in the middle?
- in the middle right?
- in the middle left?
- on the bottom right?
- on the bottom, in the middle?
- on the bottom left?

Il y a – There is or there are

e.g. 'Il y a un barbecue.' Or 'Il y a
'Ne jouez pas avec le feu.'

C'est de quelle couleur ?
– What colour is it ?

C'est ... - It is ...,
e.g. 'C'est rouge.'

Un incendie – A fire

Une allumette – A match

Une croix – A cross

Un triangle – A triangle

Un point d'exclamation
– An exclamation mark

Autour – Around

Un barbecue – A BBQ

Des flammes – Flames

Alerter – Warn, inform

En cas de – In case of

La fumée – Smoke

Le feu – Fire

Sortir – To get out, to exit

Un bâtiment – A building

Une flèche – An arrow

Immédiatement – Immediately

Un téléphone – A phone

Appeler – To call

La prévention incendie



Ne jouez pas avec le feu.



Attention autour des barbecues.



Alertez un adulte en cas de fumée ou de feu.



Sortez du bâtiment immédiatement.



Appelez le 999.

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

With support, I am beginning to experiment with writing in the language I am learning. MLAN 1-13



Activité 6: **Les cartes – Flashcards**

<http://bit.ly/2kqxo7o>

The instructions for the following activities are included in the PowerPoint. Please note that these slides are hidden as they are for teachers only.

- Introduction to key vocabulary
- Guessing game
- Option cards: 'C'est ... ou c'est ... ?
- C'est quel numéro ?

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

*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***

Activité 7: **Discutez – Discuss**

Please note that due to the depth of the discussions in this activity, it is not expected that the learners will be able to express their ideas in the target language, therefore, it should be completed in English. This activity is to encourage the learners to think about and discuss fire safety.

Look at the movie again and discuss what the man at the BBQ should have done differently to prevent the fire. If the little girl had not saved the situation, what steps should have been taken?

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

HWB 0-16a / HWB 1-16a / HWB 2-16a / HWB 3-16a / HWB 4-16a

I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.

HWB 0-17a / HWB 1-17a / HWB 2-17a / HWB 3-17a / HWB 4-17a

Activité 8: La négation – The negative form

<http://bit.ly/2mcpOxB>

When preventing people from doing something, we usually use negative statements.

In French, the negative form **ne ... pas** means 'not' and it forms a sandwich around the main verb of a sentence to turn it from a positive into a negative, for example:

- (positive) **Vous visitez Paris demain.** You are visiting Paris tomorrow
(negative) **Vous ne visitez pas Paris demain.** You're not visiting Paris tomorrow
- (positive) **Je jouais au foot.** I was playing football
(negative) **Je ne jouais pas au foot.** I wasn't playing football

Remember that **ne** becomes **n'** before a vowel or silent **-h**, for example:

- (positive) **Tu habites à Poitiers ?** You live in Poitiers?
(negative) **Tu n' habites pas à Poitiers ?** You don't live in Poitiers?
- (positive) **J'aime la musique pop.** I like pop music
(negative) **Je n'aime pas la musique pop.** I don't like pop music

Individually or in group, orally or in writing, turn these positive sentences into the negative form. To help you, the verbs are in bold.

Can you translate each sentence, using the word bank?

Parlez aux inconnus. Ne parlez pas aux inconnus. Do not speak to strangers.

1. **Jouez** avec le feu.

.....

2. **Courez** autour de la piscine.

.....

3. **Nagez** sous un plongeur.

.....

4. **Sautez** de l'arbre.

.....

5. **Roulez** à vélo sans casque.

.....

6. **Jetez** vos déchets dans la rue.

.....

7. **Sortez** sous la pluie sans manteau.

.....

8. **Courez** dans les couloirs.

.....

Le vocabulaire – Vocab:

courir
to run

la piscine
the swimming pool

nager
to swim

un plongeur
a diving board

sauter
to jump

l'arbre
the tree

rouler à vélo
to ride a bike

un casque
a helmet

With support, I am beginning to experiment with writing in the language I am learning. **MLAN 1-13**

Activité 9: **Le poster – Poster**

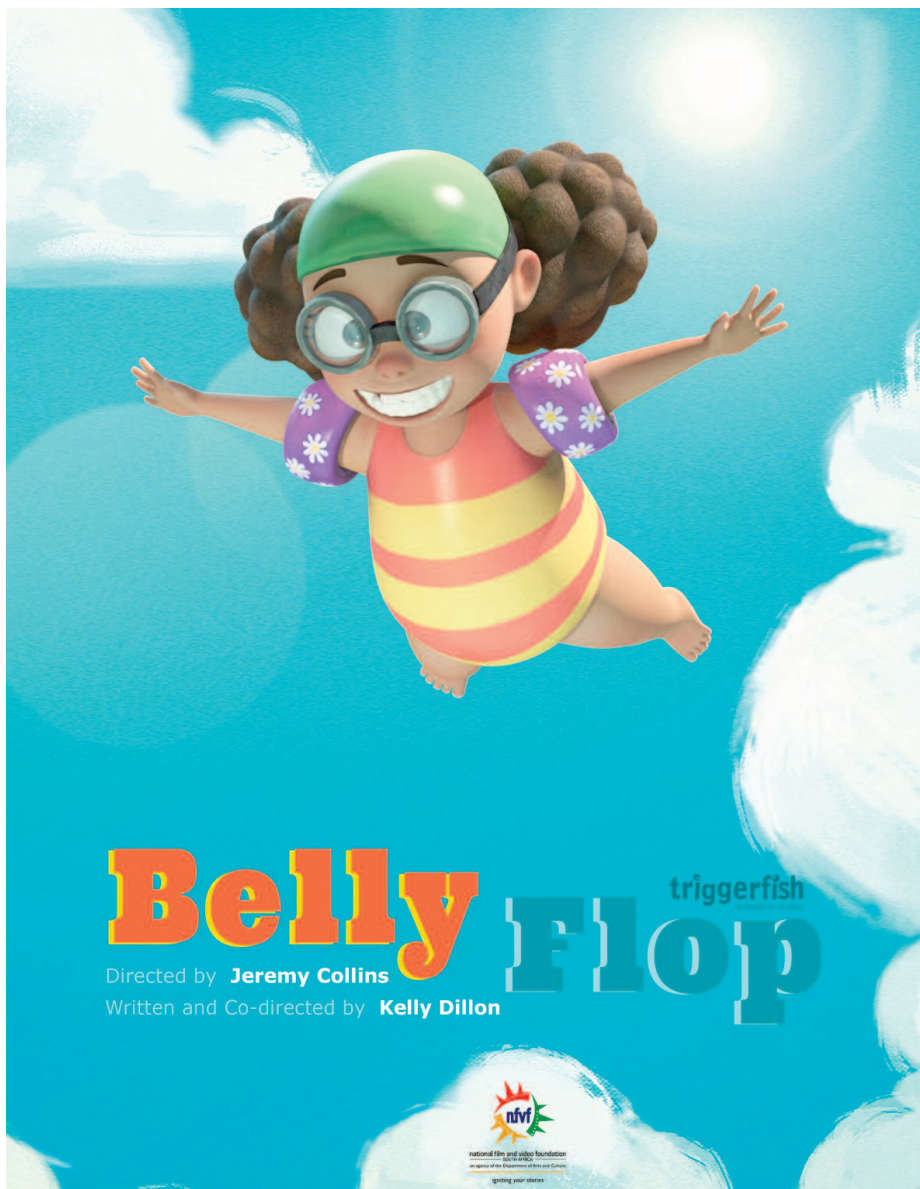
Utilisez les phrases de l'Activité 2 et créez un poster en Français insistant sur un seul aspect de prévention incendie. Par exemple, 'Ne jouez pas avec le feu.' – 'Do not play with fire.'

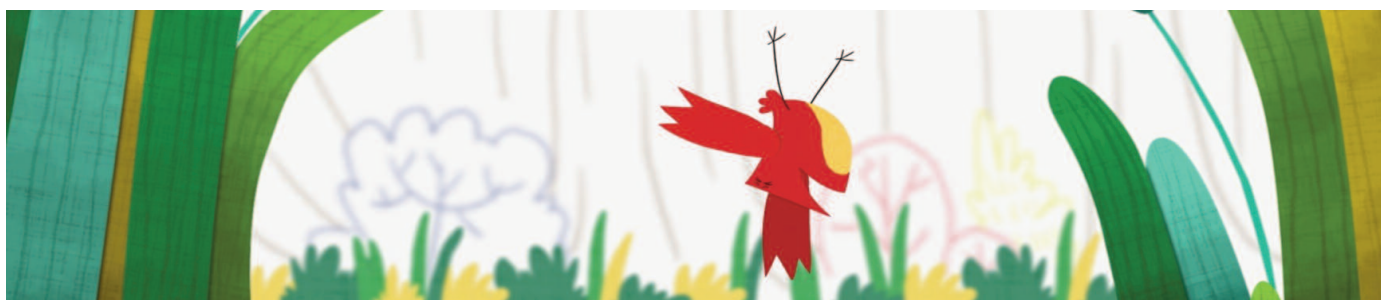
Using the sentences in Activité 2, create a poster in French focussing on only one aspect of fire safety for example: 'Ne jouez pas avec le feu.' – 'Do not play with fire.'

Discuss with the children what makes an informative poster. Go over what could they draw for each of the sentences.

*With support, I am beginning to experiment with writing in the language I am learning. **MLAN 1-13***

*I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. **LIT 1-24a***





Coucouleurs

Synopsis

In a large forest where single-coloured birds live, everyone has found his place in a tree that looks like him. But what happens when a bird has two colours?

Activité 1

Please note that due to the depth of the discussions in this activity, it is not expected that the learners will be able to express their ideas in the target language, therefore, it should be completed in English. This activity is to encourage the learners to think about and discuss resilience and admiration for others.

Prédiction – Prediction

The learners will work in groups of 3. If some pupils are left out, they can pair up with others. Ask the pupils to number themselves (1–3).

Pupil 1 will watch the first part of the movie, pupil 2 the second and pupil 3 the third while the other 2 members of the group keep their head down or close their eyes.

Timings:

- Part 1 – start to 2'03"
- Part 2 – 2'03" to 3'41"
- Part 3 – 3'41" to 5'26"

Once all the pupils have watched their part of the movie, they discuss one by one what they have seen, pupil 1 being the first one to talk. They then try to make sense of what is happening and discuss a possible ending. Ask for some of the groups to share their prediction.

Watch the end of the movie. Does it match some of the predictions? Did the learners expect the movie to end this way? What do they think of the ending?

Discutez – Discuss

Ask the learners:

Should we live together according to our faith, appearance, abilities or nationality?

(This can be organised as a Think, Pair, Share activity with appropriate support for learners.)

When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02a

By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me. SOC 1-17a



Activité 2: **Les cartes – Flashcards**

<http://bit.ly/2kfAhYM>

The instructions for the following activities are included in the PowerPoint. Please note that these slides are hidden as they are for teachers only.

- Introduction to key vocabulary
- Guessing game
- Option cards: 'Il est ... ou il est ...?'
- C'est quel numéro ?

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

*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***

Activité 3: **Cartes en boucle – Loop cards**

For this activity, make sure the learners are familiar with the pictures corresponding to the moods of the birds. Activity 2 should help the pupils achieve this.

TIPS: if you are not sure of the answer, print the card sheet as a reminder as they have been put in the correct order for you.

Print the cards out on paper or card. Make sure that you cut the cards along the dotted lines (do not cut along the central vertical line).

Game:

In pairs, the children shuffle the cards and share them equally, face down. The last card is placed face up in the middle of the table. The children look at their cards and at the card on the table. If they have the card answering the question from the right handside of the card on the table, they should put it down on the table, face up, next to the corresponding picture (a bit like a domino game).

Encourage the children to say the answer out loud. They can either do that from memory or try to read the short phrase as accurately as possible.

The winner is the person who gets rid of all of their cards first.

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

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***

Il est triste.

Comment va l'oiseau ?



Il est fatigué.

Comment va l'oiseau ?



Il est en colère.

Comment va l'oiseau ?



Il est content.

Comment va l'oiseau ?






Il a peur.

Comment va l'oiseau ?





<p>Il est surpris.</p>	<p>Comment va l'oiseau ?</p> 
<p>Il est calme.</p>	<p>Comment va l'oiseau ?</p> 
<p>Il ne va pas bien.</p>	<p>Comment va l'oiseau ?</p> 

Activité 4: **C'est quelle émotion ? – Which emotion?**

<http://bit.ly/2kfAhYM>

Provide the pupils with a statement such as “My favourite colour is blue” and different emotions such as shocked, sad, angry or happy. In groups, the learners must take their turn and say the statement as if they are feeling one of the emotions provided. The rest of the group must guess which emotion they were feeling.

TIPS: Remind the pupils that in order to express which emotion they are feeling, they have to adapt their tone of voice, change their expression and use supporting body language.

Instructions:

Dites votre couleur préférée, par exemple, « Ma couleur préférée est le rouge » et utilisez votre voix, votre visage et/ou votre corps pour exprimer différentes émotions comme surpris(e), triste, en colère ou content.

Le reste du groupe doit deviner l'émotion.

NB: The learners can either say the emotion, e.g. 'triste', 'en colère', 'surpris' or you could challenge them by asking them to create a sentence: 'Il est triste', 'Elle est en colère'. Please note the adjectival agreement for the feminine.



	masculin	feminin
Tired	Il est fatigué.	Elle est fatiguée.
Angry	Il est en colère.	Elle est en colère.
Happy	Il est content.	Elle est contente.
Scared	Il a peur.	Elle a peur.
Shocked	Il est surpris.	Elle est surprise.
Calm	Il est calme.	Elle est calme.
Unwell	Il ne va pas bien.	Elle ne va pas bien.
Sad	Il est triste.	Elle est triste.

*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***

*I enjoy creating, choosing and accepting roles, using movement, expression and voice. **EXA 1-12a***





Activité 5: **Je choisis – I choose**

<http://bit.ly/2kfAhYM>

Revising the vocabulary of colours.

Create groups of about 7 or 8 pupils, seated on chairs in a line. Allocate a different colour to each chair (coloured dots on the ground visible to the pupils).

The aim of the game is to be seated on the first chair. Make sure the pupils know which is the first chair and which is the last. This should be a fast moving game.

Select who is going to start. The selected pupil (Pupil A) calls a colour by saying 'Je choisis bleu' (I choose blue) for example and sits down.

The pupil sitting in front of that colour has to stand and call another colour different from their own e.g. 'I choose red.' They must not call the colour of the peer who just called them out.

If someone makes a mistake (gets up when they should not, does not get up when they should or calls the wrong colour) they go to the last chair, the rest of the group moves up a space and must pay attention to their new colour.

The game ends when the teacher decides or a timer can be set up. Whoever is on the first seat is the winner.

Variation:

- Group sizes can vary depending on what you believe is manageable.
- The colour cards can be swapped for different key vocabulary, e.g. shapes, animals, food items, ...

Instructions for the pupils in French:

Asseyez-vous sur une chaise.

Devant vous, il y a une couleur. (You can ask the pupils to say the colour they are sitting in front of by asking: 'C'est quelle couleur?')

Élève A, choisis une couleur !

L'élève A dit : 'Je choisis le bleu' par exemple.

La personne assise devant le rouge se lève et choisit une autre couleur. Par exemple, 'Je choisis le rouge'.

Si elle ne se lève pas, elle s'assoie sur la dernière chaise.

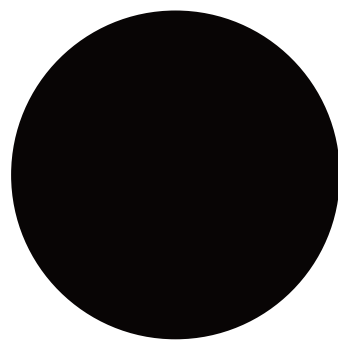
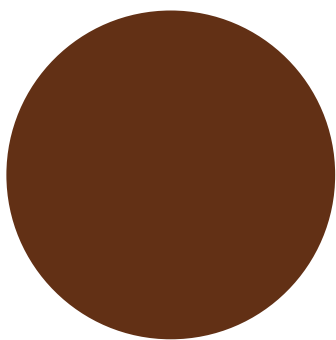
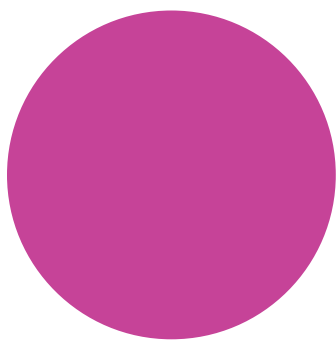
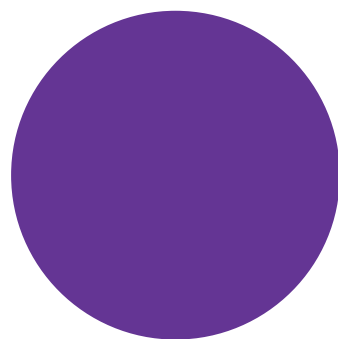
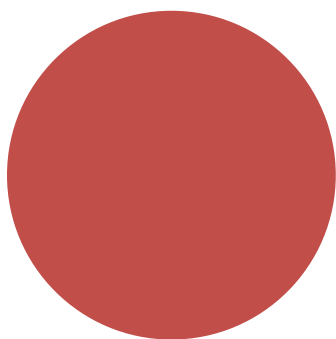
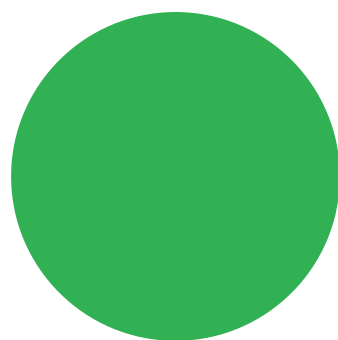
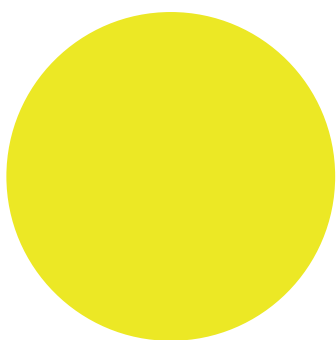
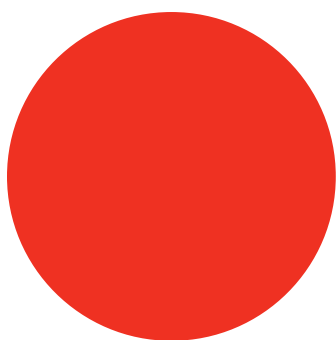
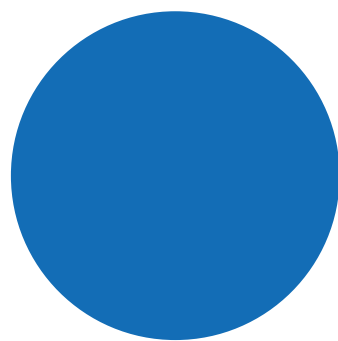
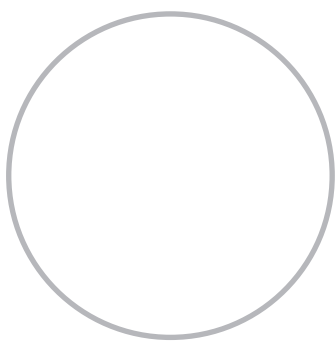
Si la mauvaise personne se lève, cette personne s'assoie sur la dernière chaise.

Quand je dis 'Stop !', la personne sur la première chaise gagne.

*I am beginning to identify key information from a short predictable conversation and react with words and/or gesture. **MLAN 1-02a***

*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***

Les cartes 'couleurs'
Colour cards





Activité 6: **Le jeu de groupe – Group game**

<http://bit.ly/2kfAhYM>

This game promotes teamwork and develops ideas such as similarities and differences and social groupings.

Game:

- Children walk around the room.
- Teacher/leader chooses a group criterion and calls it out e.g. “Formez un groupe – couleur des yeux” or “Mettez-vous en rang – du plus petit au plus grand”.
- Children get into groups or lines according to the criterion.
- Teacher/leader checks that groupings are correct.

Variations:

- Groups must be formed without speaking.
- Criteria are on cards – children take turns to draw a card and call out the criteria.
- Use as a PE warm by having children jogging/hopping etc. in between forming groups.
- Use as a way of forming groups for activities.

After the game:

Discuss (in English) the arbitrary nature of the groups. Did anyone find themselves in a group of 1 and if so how did that feel? Did anyone find larger groups uncomfortable? Did children find that they were in groups different from or the same as friendship groups? What kind of criteria form social groupings? (E.g. race/faith/income/interest/location)

Instructions:

Make groups – Formez un groupe e.g. ‘Formez un groupe – couleur des yeux’.

Line up – Mettez-vous en rang, e.g. ‘Mettez-vous en rang du plus petit au plus grand’.

Suggested criteria:

Groups – Formez un groupe

- Couleur des yeux – Colour of the eyes
- Couleur des cheveux – Hair colour
- Pointure – Shoe size
- Âge – Age
- Mois d’anniversaire – Month you were born
- Animal domestique – Pet
- Couleur préférée – Favourite colour
- Sport préféré – Favourite sport
- Fruit préféré – Favourite fruit
- Matière préférée – Favourite subject

Line up – Mettez-vous en rang

- du plus petit au plus grand – from the smallest to the tallest
- du plus âgé au plus jeune – from the oldest to the youngest
- par date d’anniversaire – by date of birth (show where January starts and December ends in the room)

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



Hedgehog

Synopsis

A little boy speaks about hedgehogs all the time to everybody.

Activité 1: Les besoins – Needs

<http://bit.ly/2IKJulE>

Les consignes – Instructions:

Dans le film, Russell donne aux hérissons ce dont ils ont besoin.

Quels sont les besoins d'un hérisson ?

Quels sont les besoins de Russell ?

En groupe de deux, découpez les étiquettes. Lisez les phrases et placez-les dans la colonne correspondante. Mettez l'étiquette au milieu si la phrase correspond au hérisson et à Russell.

In the movie, Russell gives the hedgehogs all they need.

What are the needs of a hedgehog?

What are Russell's needs?

In pairs, cut out the labels. Read the sentences and put them in the correct column. Put the label in the middle if the sentence matches the hedgehog and Russell's needs.

Please note: You can decide to give the learners the vocabulary list or not. Depending on the learners, you may want them to use bilingual dictionaries.

I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.

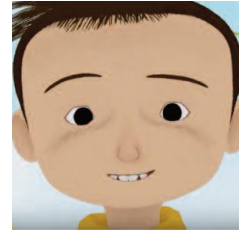
HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a

I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language. MLAN 1-08b

**Les besoins
d'un hérisson**



**Les besoins
de Russell**



Il a besoin d'amis.

Il a besoin d'un abri pour se protéger.

Il a besoin de manger et de boire.

Il a besoin de vêtements.

Il a besoin de sa famille.

Il a besoin d'une éducation.

Il a besoin d'être en bonne santé.

Le vocabulaire – Vocab:

Il a besoin de – He needs

Un ami – A friend

Un abri – A shelter

Se protéger – To protect oneself

Manger – To eat

Boire – To drink

Les vêtements – Clothes

Être en bonne santé – To be in good health

Pour aller plus loin – Extension :

Do you think Russell has all he needs? Think about the rights of a child. In English, discuss how Russell's friend could help him.

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.

HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a



Activité 2: **Retracer de mémoire – Mapping from memory**

<http://bit.ly/2IKJuIE>

Print the poster on page 25, in colour and on A3 paper. Pupils will be working in teams of 4 with each member being allocated a number 1–4. If you have a smaller team, allocate 2 numbers to some of the pupils.

All teams are given a blank A3 sheet and coloured pens, pencils, etc.

Tell the learners that they will have to draw and write what is on your poster onto their blank sheet of paper as accurately as possible. They should use the same colours and place the different information in the same position.

Each group (1s, 2s, 3s and 4s) will be allowed the same amount of time to come and look at the poster. Usually 45sec. works well but you can increase or decrease that time. Depending on the amount of time available for the activity, each group should be able to revisit the poster at least 3 times. Encourage the rest of the team to have a good look at what is already on their poster in order to choose a different area to look at when it is their turn. Advise them to talk to one another to agree on what part they should check again if they are not sure on the colour or spelling of a word.

Call out all number 1s to come to have a look at the poster. The teacher holds the poster so that only the group of number 1s can see it. When the time has elapsed the number 1s return to their table and draw what they can remember while the group of number 2s look at the poster. Carry on until all members of the team have been called out at least 3 times.

Instructions in the target language:

When calling out the groups:

Numéros 1 Number 1s

Numéros 2 Number 2s

Numéros 3 Number 3s

Numéros 4 Number 4s

Venez ! Come!

Repartez ! Go back!

La correction – Correction:

We encourage you to correct the maps as a whole class.

This is a great opportunity to learn or revise directional vocabulary as well as the vocabulary related to the topic on the map.

Le vocabulaire – Vocab:

- Qu'est-ce qu'il y a,
- en haut à droite ?
 - en haut au milieu ?
 - en haut à gauche ?
 - au milieu ?
 - au milieu à droite ?
 - au milieu à gauche ?
 - en bas à droite ?
 - en bas au milieu ?
 - en bas à gauche ?

- What is:
- in the top right?
 - at the top, in the middle?
 - in the top left?
 - in the middle?
 - in the middle right?
 - in the middle left?
 - on the bottom right?
 - on the bottom, in the middle?
 - on the bottom left?

Il y a – There is or there are

e.g. 'Il y a un hérisson.'

Or 'Il y a 'Il mange des insectes et des fruits.'

C'est de quelle couleur ?

– What colour is it?

C'est ... – It is ...,

e.g. 'C'est rouge.'

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

With support, I am beginning to experiment with writing in the language I am learning.

MLAN 1-13

Il mange:

des insectes et des fruits.



Il habite:



à la campagne, dans les forêts
et dans les jardins.

Pour se déplacer:
il marche.



Il vit:
la nuit.



C'est un mammifère.

Le hérisson

Il a des piquants.



Il se roule en **boule**
quand il a peur.



Activité 3: **La fiche info – Fact file**

<http://bit.ly/2IKJuLE>

Regarde la fiche info de l'activité précédente. Peux-tu créer une fiche similaire pour un animal de ton choix ?

Look at the map from the previous activity. Can you create a similar fact file about an animal of your choice?

Use the word mats to help you. (Please note the word mats are on the last 2 slides of the Hedgehog PowerPoint).

I am beginning to use illustrated word-banks, picture prompts, picture dictionaries and displays to support my understanding of simple texts. MLAN 1-11a

With support, I am beginning to experiment with writing in the language I am learning. MLAN 1-13

Activité 4: **Kahoot !**

Kahoot is a free student-response tool for administering quizzes, facilitating discussions, or collecting survey data. It is a game-based classroom response system played by the whole class in real time.

Type: <https://tinyurl.com/yy8zjrh5> to access the hedgehog Kahoot! quiz.

Pupils can either work individually or in teams using a tablet, laptop or PC.

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

Activité 5: **Le bricolage – DIY**

Listen to the short animation on how to build a shelter for hedgehogs.

Visit: <https://spark.adobe.com/video/c0TE4MaqNfHHk>

Can you build a shelter in your school's playground or your garden?

Note to teachers: Please remind the learners of the importance to let hedgehogs hibernate peacefully. Therefore, it should be built in a quiet area.



Le rêve de Sam

Synopsis

Sam's Dream tells the tale of a little mouse who, one fine spring morning, decides to make his dream come true. It's a rather crazy dream for a little mouse to have: he wants to fly with the swallows. Sam has one year exactly to make this dream happen by defying the laws of gravity and the incomprehension of the animals of the forest

Activité 1: **L'histoire – The story**

<http://bit.ly/2lwTiGb>

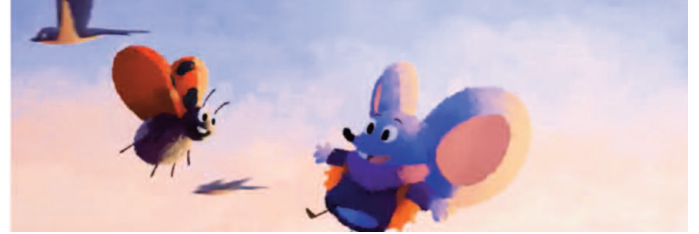
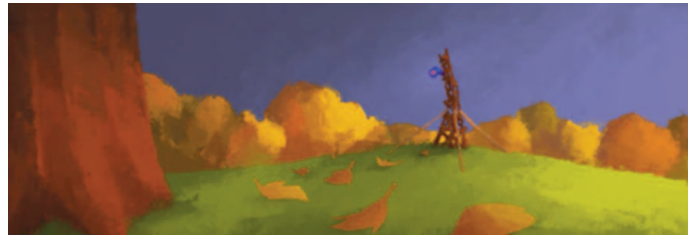
Découpez les images et les phrases. En groupe, remettez les images dans le bon ordre et associez les phrases à la bonne image.

Cut out the pictures and the sentences. In your group, put the pictures in the correct order and match the sentences to the correct picture.

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

*I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language. **MLAN 1-08b***



Le hibou attrape Sam quand il tombe de la tour.

C'est l'automne, Sam a construit une tour.

Sam a un plan.

Sam trouve une plume blanche.

L'écureuil aide Sam à protéger la tour de la pluie.

Sam vole avec les oiseaux et la coccinelle.

C'est le printemps, les oiseaux sont de retour.

Sam utilise la plume comme un parachute.

Sam a réalisé son rêve.

La grenouille aide Sam à attacher la tour.

Activité 2: **Bon ami ou mauvais ami ? – Good friend or bad friend?**

<http://bit.ly/2lwTiGb>

Qu'est-ce qu'un bon ou mauvais ami. En groupe de deux, lisez les affirmations sur chacune des cartes et décidez dans quelle catégorie elles appartiennent.

Si vous n'êtes pas sûrs ou d'accord, mettez la carte dans la case 'A discuter'.

What is a good or a bad friend? In pairs, read the statements on each card and decide to which category they belong.

If you are unsure or do not agree, put the card in the 'To be discussed' box.



Un ami partage tout avec toi.



Un ami t'aide quand tu as des problèmes.



Un ami crie quand tu fais une erreur.



Un ami parle derrière ton dos.



Un ami se moque de toi.



Un ami triche aux jeux.



Un ami prend tes affaires sans permission.



Un ami te respecte.



Un ami ne partage pas.



Un ami t'écoute quand tu parles.

*I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language. **MLAN 1-08b***

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a



Un bon ami



Un mauvais ami

A discuter



Activité 3: **Les infos au goutte à goutte – Fed-in facts**

<http://bit.ly/2lwTiGb>

Provide the learners with the 'labelling the bird' sheet and the word-bank. Encourage the pupils to talk (in English) about the picture. What are the different arrows pointing at? Do they know how to say those parts in the target language?

In the meantime, feed facts into the groups at regular intervals in order to give them clues on the French vocabulary for each part of the picture.

Facts can be fed into the discussion on slips of paper (feel free to use the labels below). They can be put in numbered envelopes for the groups to open at their own pace or you can use the PowerPoint provided and get the facts to fly in at regular intervals (You can also use the sound files provided).

Les instructions – Instructions

Regardez l'image. – Look at the picture.

Qu'est-ce que c'est ? – What is it?

Discutez dans votre groupe en anglais. – Discuss in your group, in English.

Lisez la phrase. – Read the sentence.

Écrivez le mot correspondant à la flèche. – Write the word linked to the arrow.

*I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language. **MLAN 1-08b***

*I am beginning to use illustrated word-banks, picture prompts, picture dictionaries and displays to support my understanding of simple texts. **MLAN 1-11a***

*With support, I am beginning to experiment with writing in the language I am learning. **MLAN 1-13***

Info 1:
**Un oiseau a deux ailes
pour voler.**

Info 2 :
**Un oiseau utilise un bec
pour manger.**

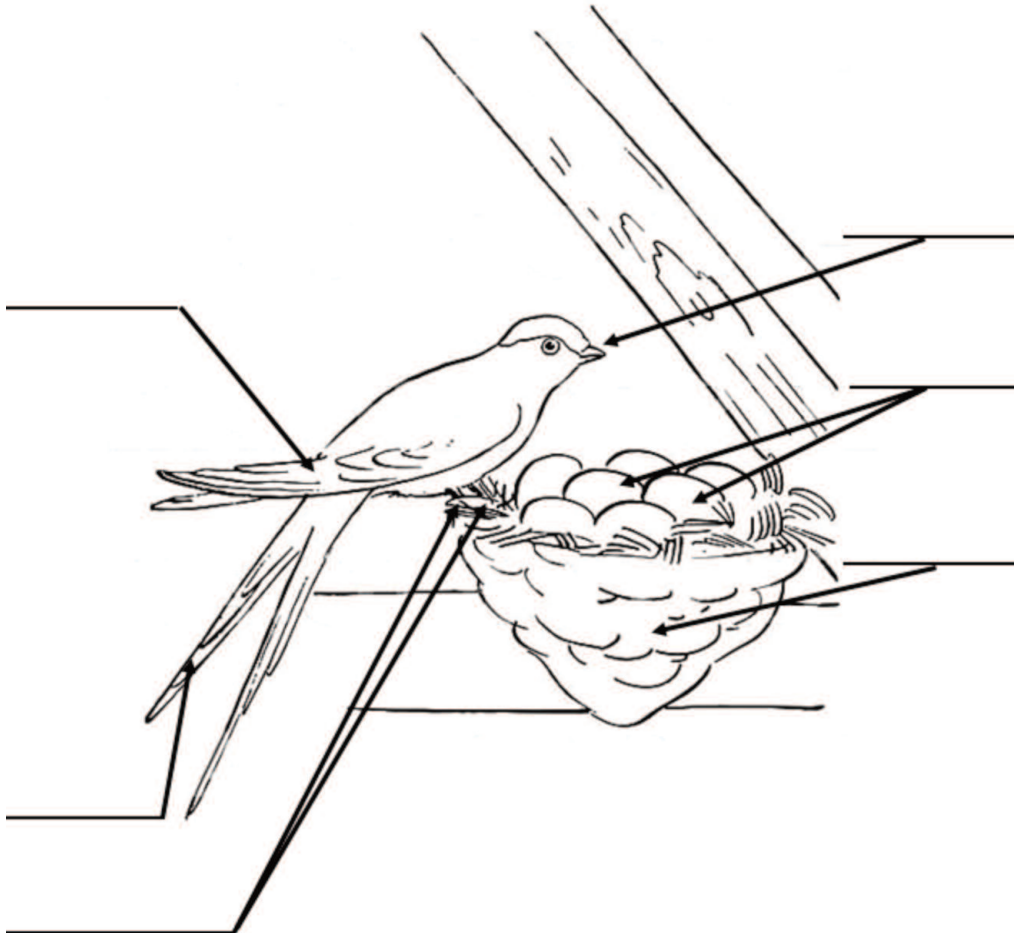
Info 3 :
Un oiseau construit un nid.

Info 4 :
**Un oiseau a deux pattes
pour se poser et marcher.**

Info 5 :
**Un oiseau pond des œufs
dans un nid.**

Info 6 :
**Un oiseau peut avoir une
longue queue ou une
petite queue.**

Labelling the bird



Le vocabulaire – Vocab:

- Un oiseau – A bird
- Voler – To fly
- Pondre – To lay an egg
- Manger – To eat
- Se poser – To stand
- Avoir – To have

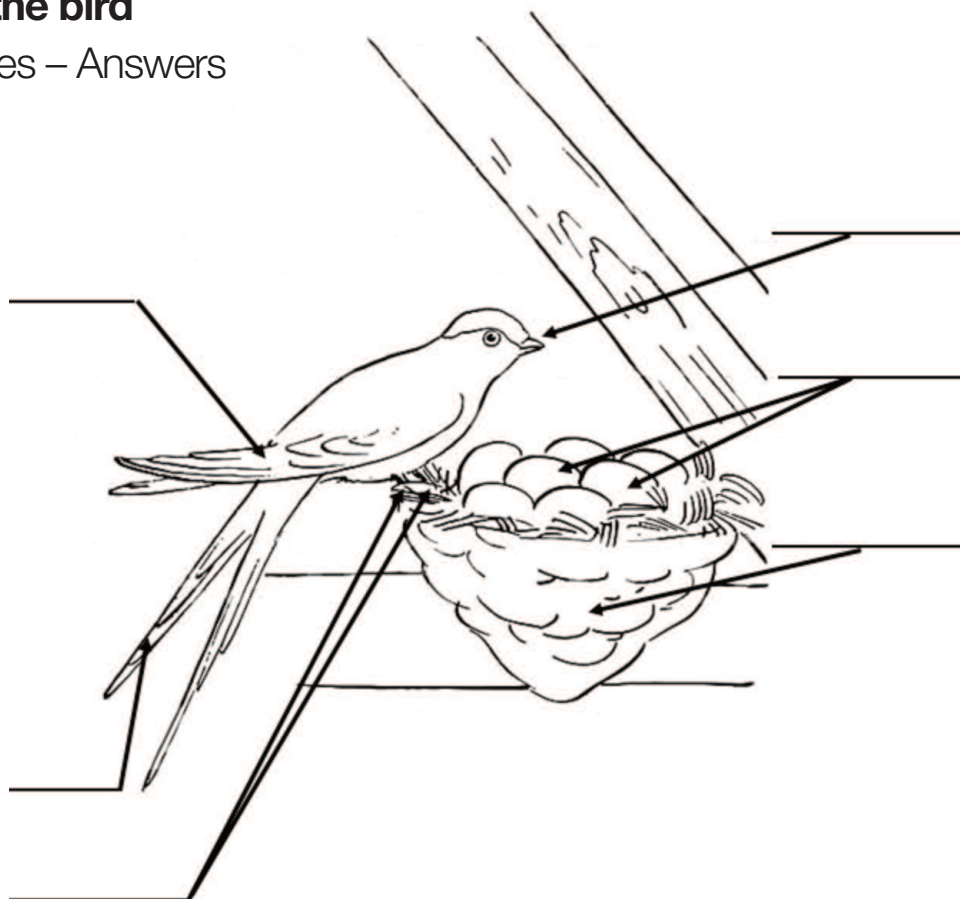
Labelling the bird

Les réponses – Answers

Deux
ailes

Une
(longue)
queue

Deux
pattes



Un bec

Des oeufs

Un nid

Activité 4: Tableaux – Still images

<http://bit.ly/2lwTiGb>

This game promotes teamwork. It is best played in a large space e.g. gym hall or playground.

- Divide the children into teams of 4 – 10. There can be any number of teams.
- Call out the name of an object or a shape e.g. “formez une table” (Make a table), “formez un avion” (Make a plane).
- The teams have a count of ten to create a still image or tableau representing the object. All team members must be part of the tableau.

Remind children about safety – e.g. not climbing on each other. They may not use any furniture or props.

- Count down from 10 in French then call “arrêtez”. All groups must freeze and hold the tableau.
- Points can be awarded to the team which creates the best tableau.
- Continue with another object.



Variations:

- Until children have experience of the game it may be easier to ask them to form shapes e.g. 'un cercle' or to give longer time for creating the image.
- Call letters of the alphabet in French – the group must create the shape of the letter.
- Images must be created without speaking.
- Groups devise their image during the countdown then recreate one at a time for other groups to see. Points could be awarded by peers.
- Each tableau could be photographed for a labelled display or for pupils from other classes to guess.
- Children suggest objects.

Suggested objects:

- Une voiture – a car
- Un avion – a plane
- Une giraffe – a giraffe
- Une table – a table
- Un sac à dos – a rucksack
- Un cheval – a horse
- Une maison – a house
- Un éléphant – an elephant
- Un arbre – a tree
- Un écureuil – a squirrel
- Un hibou – an owl
- Une grenouille – a frog
- Une souris – a mouse
- Une tour – a tower

Shapes:

- Un cercle – a circle
- Un triangle – a triangle
- Un carré – a square
- Un rectangle – a rectangle
- Un pentagone – a pentagon
- Un hexagone – a hexagon

*I am beginning to identify key information from a short predictable conversation and react with words and/or gesture. **MLAN 1-02a***

*I enjoy creating, choosing and accepting roles, using movement, expression and voice. **EXA 1-12a***



Activité 5: **Le cochon qui rit – Beetle Drive**

<http://bit.ly/2lwTiGb>

Les règles du jeu :

Formez une équipe de 4 joueurs.

Décidez qui commence le jeu.

Vous avez besoin d'un 6 pour commencer.

Vous devez dire la partie du corps en français avant de dessiner.

Les joueurs lancent le dé chacun leur tour et dessinent la partie du corps.

Si la partie du corps a déjà été dessinée, le joueur perd son tour.

Vous devez dessiner le corps, la tête, le bec, une aile, deux pattes et trois plumes pour la queue pour compléter l'oiseau.

Rules:

- *Create a team of 4 players.*
- *Decide on who is starting the game.*
- *You need a 6 to start.*
- *You need to name the body part in French before you draw it.*
- *Players take turn to throw the die and draw the body part.*
- *If the body part has already been drawn, they miss their turn.*
- *You will need to draw the body, the head, the beak, a wing, two legs and three feathers for the tail to complete the bird.*

Pour aller plus loin – Extension:

Here are other sentences you may want the learners to say during the game:

C'est à moi. – That's my turn.

C'est à toi. – That's your turn.

Je lance le dé. – I throw the die.

Lance le dé ! – Throw the die!

Un/deux/trois/quatre/cinq/six – one/two/three/four/five/six

Je dessine (+ partie du corps). – I am drawing (+ body part).

J'ai gagné ! – I win!

Tu as gagné ! – You win !

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

Le cochon qui rit

Beetle-drive



6 – le corps (Départ)



3 – une aile



5 – la tête



2 – les pattes (x2 pour chaque patte)



4 – le bec



1 – la queue (x3 pour chaque plume)

1	2
3	4
5	6

LES SCORES

1

2

3

4

5

6

Activité 6: L'art – Arts

<http://bit.ly/2kcWBSN>

This art activity promotes teamwork. This works better for groups of 4.

Each individual is given a template of the outline of a hand. The pupils are encouraged to draw all about their skills inside the hand.

For example, if they are sporty, they can draw a variety of sports equipment or one particular sport they excel at.

If they are creative, they can draw art equipment or write a short poem they may have created.

If the pupil is patient, they may want to draw things like birds, flowers, a river, a clock to represent time passing.

Ask the pupils to leave the wrist on the side of the hand blank until they are finished decorating the inside of the hand.

Cut out along the dotted lines and join the 4 pictures together like so:

Once they have completed the task, ask them to find out what their shoulder partner's skill is and write it neatly inside the corresponding wrist. Why not get them to find the name out in French and write it down?).



Instructions:

Dessinez votre talent à l'intérieur de la main. – Draw a picture of your skill inside the hand.

Ne dessinez pas sur le poignet. – Do not draw inside the wrist.

Découpez sur la ligne en pointillé et joignez les quatre dessins. – Cut along the dotted line and join the 4 drawings together.

Écrivez le talent de votre partenaire dans le poignet correspondant. – Write down your partner's skill inside the corresponding wrist.



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

I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 0-04a / EXA 1-04a

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a



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