DISCOVERY FILM FESTIVAL

Scotland's International Film Festival for Young Audiences



Teachers' Resource: The Little Bird And The Bees

Early and First Level / Years 1 - 4 / Ages 4 - 8

Curricular Themes: Literacy & English, Expressive Arts, Science

Created by Lynsey Dick

Discovery Film Festival: Sat 17 October - Sun 1 November 2020

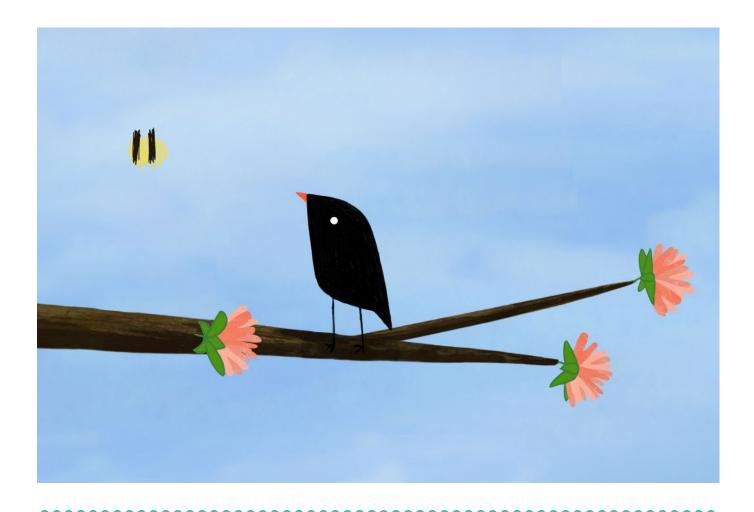
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Introduction

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 www.discoveryfilmfestival.org.uk/resources



The Little Bird And The Bees (Der kleine Vogel und die Bienen)

Dir: Lena von Döhren Switzerland 2020 / 4m30s Dialogue free

Synopsis

It is spring time and high up in its tree, the little bird looks after the first flowers on the maple tree. But it is not just the friendly bees that have shown an interest in the new blooms. Hiding behind the trees the fiery red fox is waiting for his chance.

The trailer can be viewed here: https://www.youtube.com/watch?v=teuPyj9_q3M

or here: https://vimeo.com/371139452

Before watching the film

Activity 1 – Listening and Talking

Show the children the trailer for the film and tell them the name in German (*Der kleine Vogel und die Bienen*). Can they predict what the title of the film is in English?

The YouTube video shows the title in English but this is very brief - https://www.youtube.com/watch?v=teuPyj9_q3M

The Vimeo link has it at the very end - https://vimeo.com/371139452.

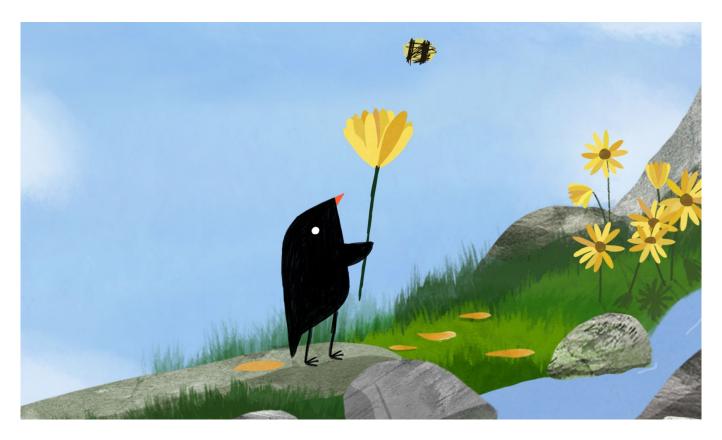
Once they have seen the trailer and made their predictions show them the poster for the film (**Appendix 1**).

Questions for discussion:

- What is the film about?
- Who are the main characters?
- Why is the bee so interested in the flowers?
- Why is the fox following the bird?
- What do they think of the poster?

After watching the film

Activity 2 – Listening and Talking



Look back at the predictions that were made. Do any of them match what happened in the film?

Questions for discussion:

- What happened in the film?
- Would you say the fox was very lucky?
- What is the bird doing that helps the bees?
- Why do the bees go after the fox?

To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17a

I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. **LIT 1-07a**

Activity 3 - Expressive Arts - Music

Sound plays such an important part in this film as there is no dialogue. Have the children actively listen to the film. What can they hear? How are the animals portrayed by sound?

Using different percussion instruments - tuned and un-tuned - let the children explore how they can recreate some of the sounds they hear.

Can they create a sound story to accompany the film? This could be done in pairs or small groups. Break the film down into different scenes and have each group work on a different scene. Alternatively, the scene with the snowdrops has lots of potential. Use some of these frames to help you.





I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. **EXA 0-17a**

I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. **EXA 1-17a**

Activity 4 – Expressive Arts – Art and Design



The style of this animation lends itself to the children making the characters using different art techniques.

A very cute and effective way of doing this would be to use paper cut outs. The children could draw their own characters and cut them out or you could give them basic shapes to use.

Try to use different types of paper to create a collage effect with the background.

Another way to re-create this would be to use leaves for the characters. The Woodland Trust has a lovely video on YouTube with some examples:

https://www.youtube.com/watch?v=cjQ_k4x2Jpg

Extension Activity

Using simple printing techniques would also be a fun way to make some of the characters. This video gives some examples you could try with the class:

https://www.bbc.co.uk/teach/class-clips-video/art-and-design-printmaking-different-materials/zhytscw

I have the freedom to discover and choose ways to create images and objects using a variety of materials. **EXA 0-02a**

I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. **EXA 1-02a**

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. **EXA 1-03a**

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Activity 5 - Science



The animation shows the lovely process of bees flitting from flower to flower. This is a good way to introduce the idea of pollination and what plants need to live and grow.

Discuss with the children the process of pollination and how important bees are in this process. Re-watch the film and have the children count the number of flowers the bee stops at.

There are some lovely activities that show the act of pollination. Have the children paint their hands. Use different colours of paint. Lay out large cut out flowers on the floor or table. Have the children make their way around the flowers leaving their hand prints on each flower. Using different paint will show the transfer of 'pollen' from each flower.

Activity 6 - Science

For older children discuss the different parts of plants that aid with pollination. If you can, use a real flower to look at the different parts. Have the children label them, you could use chalk pens or whiteboard markers and have them write on the desks. Alternatively you can use the worksheet (**Appendix 2**).

Activity 7 - Science



Have the children plant some seeds and design some experiments (**Appendix 3**) to look at the different conditions they need to live and grow. You could then use these plants to name the different parts.

Plant Resources

The BBC website has some excellent videos about pollination and links to what plants need to live and grow:

https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-what-is-pollination-and-how-does-it-work/zv4df4j

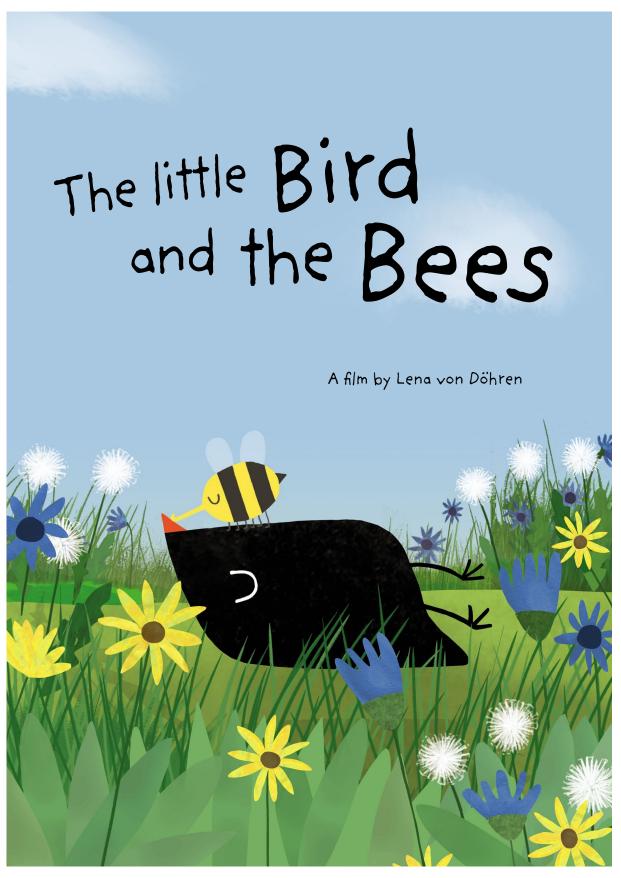
I have observed living things in the environment over time and am becoming aware of how they depend on each other. **SCN 0-01a**

I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them. **SCN 0-03a**

I can help to design experiments to find out what plants need in order to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school. **SCN 1-03a**

Additional Resources

Appendix 1



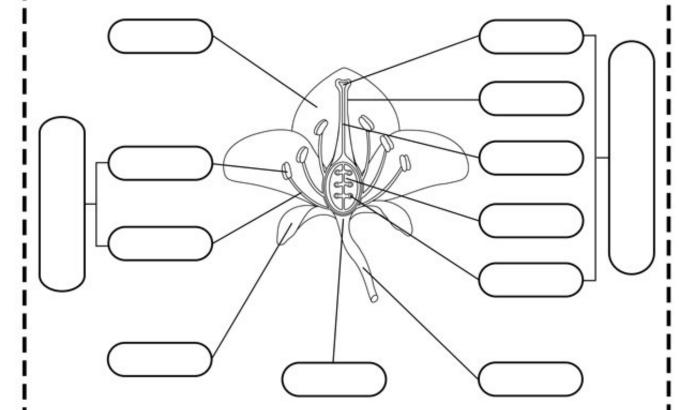
Appendix 2

Name: _____

Date: _____

Label the

Parts of a Flower



Word Box

Sepal Anther Filament Stamen

Stigma Receptacle Style

Ovary Petal Ovule

Carpel Pollen tube Stem

Appendix 3

Aim of investigation - What are you trying to find out?
Prediction - What do you predict will happen?
Method - How are you going to carry out the experiment?

Results - What happened during the experiment?
and or the arms of
Conclusion - What have you found out?
Evaluation - Was it a fair test? What went well or badly? What could you
investigate next?
-



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