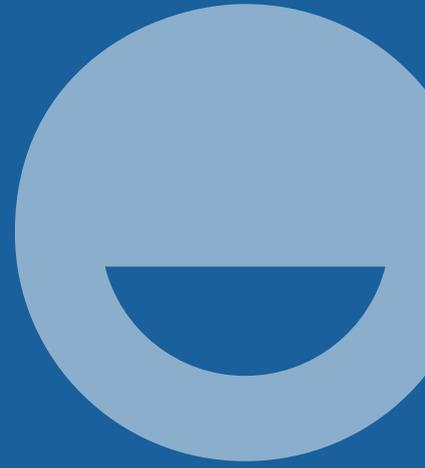


DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource:
Regardez, écoutez, discutez...
Shorts For Language Practice 2021

Migrants | Level 2 | Created by Lucie Maupetit

Discovery Film Festival: Sat 23 October – Sun 7 November 2021

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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 2021 collection are:

Migrants, 2020, dirs. Hugo Caby, Antoine Dupriez, Aubin Kubiak, Lucas Lermytte, Zoé Devise, France (8'17") – no dialogue

Kiko et les animaux (Kiko And The Animals), 2020, dir. Yawen Zheng, France (6'30")
– various language formats

Part 1: Avant le film / Before the film

Activité 1: The title

Look at the title: **Migrants** and create a mind map with the learners about what they think the film might be about.

You can look at the theme of migrants by asking questions such as:

- Qui ? (who ?)
- Quand ? (when ?)
- Où ? (where ?)
- Comment ? (how ?)
- Pourquoi ? (why ?)

Teachers, here is a link where you can access the audio for these question words if you need it: <https://www.thinking.com/scene/1479856191428362241>

Learners can practise the question words in French to say which question they are answering and then contribute their answers in English.

Here is the start of a mindmap created using the free mindmap tool Coggle but there are many other mindmap tools you might want to use, or draw your mindmap directly on the board.



Activité 2: Create a class migration map

Ask learners if any of them are migrants. If so, where are they from. You can also ask if one of their parents or grandparents are migrants. This is likely to be done in English and that is OK, but some learners might be able to reuse some of the countries they have learnt in French or some of the family members and therefore, they should be encouraged to do so.

The website below allows you to highlight any country you want so you could have a visual representation of this activity. <https://mapchart.net/world.html>

Part 2: Pendant le film / During the film

Activité 3: Making predictions

Watch the start of the film and pause it regularly to ask learners what they think is happening and what they think will happen next. This can lead to many interesting discussions around the topic of immigration so even though the majority of this activity is likely to be in English, it is worth making some time for it.

Here are some ideas of where to pause the film and some of the things you could discuss but feel free to stop in other places you feel are relevant. You can choose to ask the questions in French, to see if learners can work out the questions (revising some of the question words they have looked at before). If you want to do so, here is a link where you can access the audio:

<https://www.thinglink.com/scene/1480110571708743681>

0:18 : **A votre avis, où se passe l'histoire ? Qui sont les migrants ? Pourquoi migrent-ils ?**

In your opinion, where does the story take place? Who are the migrants?
Why are they migrating?

1:06 : **A votre avis, où vont-ils ? Comment sera le voyage ?**

In your opinion, where are they going? What will the journey be like?

2:08 : **Comment vont réagir les habitants en voyant les ours polaires ?**

How will the inhabitants react when seeing the polar bears?

3:10 : **Si vous étiez les ours noirs, comment est-ce que vous réagiriez ?**

If you were the black bears, how would you react?

Si vous étiez les ours polaires, comment est-ce que vous réagiriez ?

If you were the polar bears, how would you react?

3:57 : **A votre avis, que vont faire les ours polaires ? Pourquoi ?**

In your opinion, what will the polar bear do? Why?

6:08 : **A votre avis, quel est le rôle des ours en uniforme ? Que vont-ils faire ?**

In your opinion, what is the role of the bears in uniform? What are they going to do?

7:11 : **A votre avis, où vont les ours polaires ?**

In your opinion, where are the polar bears going?

Part 3: **Après le film / After the film**

Activité 4: **Listening: The environments**

Read out various statements in French and ask learners:

C'est l'habitat de l'ours polaire ou de l'ours noir ?

- Il fait froid.
- Il y a beaucoup de couleurs, par exemple du rouge, du vert, du jaune, du marron.
- Il y a beaucoup de soleil.
- Il y a beaucoup de blanc et de bleu.
- Il neige souvent.
- Il fait chaud.
- Il y a des fruits, des fleurs, des arbres.
- Il y a de la neige, de la glace et de l'eau.

Here is the link to access the audio and translation for the above statements should this be required: <https://www.thinglink.com/scene/1479860041451307009>



Activité 5: Emotions

Take some time to look at this simple sentence builder on emotions:

Masculine singular		Feminine singular	
le bébé ours polaire (the baby polar bear)	a peur (is scared)	la maman ours polaire (the mummy polar bear)	a peur (is scared)
le bébé ours noir (the baby black bear)	a honte (is ashamed)	la maman ours noir (the mummy black bear)	a honte (is ashamed)
l'ours noir (the black bear)	a de l'espoir (is hopeful)		a de l'espoir (is hopeful)
l'ours policier (the police bear)	est détendu (is relaxed)		est détendue (is relaxed)
	est heureux (is happy)		est heureuse (is happy)
	est menaçant (is threatening)		est menaçante (is threatening)
	est attentionné (is caring)		est attentionnée (is caring)
	est curieux (is curious)		est curieuse (is curious)
	est triste (is sad)		est triste (is sad)
	est timide (is shy)		est timide (is shy)
	est stressé (is stressed)		est stressée (is stressed)
	est inquiet (is worried)		est inquiète (is worried)
	est en colère (is angry)		est en colère (is angry)
	est agressif (is aggressive)		est agressive (is aggressive)

Masculine plural	
les ours polaires (the polar bears)	ont peur (are scared)
les ours noirs (the black bears)	ont honte (are ashamed)
les ours policiers (the police bears)	ont de l'espoir (are hopeful)
	sont détendus (are relaxed)
	sont heureux (are happy)
	sont menaçants (are threatening)
	sont attentionnés (are caring)
	sont curieux (are curious)
	sont tristes (are sad)
	sont timides (are shy)
	sont stressés (are stressed)
	sont inquiets (are worried)
	sont en colère (are angry)
	sont agressifs (are aggressive)

Useful ways to give your opinion:

Je pense que (I think that)

Je crois que (I believe that)

Selon moi (According to me)

À mon avis (In my opinion)

Useful linking words:

et (and)

mais (but)

parce que (because)

alors que (whereas)

donc (so)



Activité 5: **Emotions** *(continued)*

Here is a link which gives you access to the audio for each item on the sentence builder.

<https://www.thinglink.com/scene/1479823063653548033> should you require it. It can also be useful to support home learning.

You could start by doing simple activities where you say the items in order and learners need to follow and repeat (therefore reinforcing grapheme/phoneme links). You could also do a delayed repetition where you say any item, learners must keep it in mind for 3 seconds and then repeat it (the delay will support memory).

You can then play a game where a learner writes an item on the board and you do not look. Then you try and guess which one it is and learners must say 'oui' or 'non' (This allows learners to hear the items many times).

You could then do a range of mini whiteboard activities to practise full sentences such as:

- 1) You say a sentence in French and learners write it in English.
- 2) You say a sentence missing a word and learners must spot the missing word.
- 3) Play a Guess the Sentence game where the teacher thinks of a full sentence (Opinion phrase + subject + emotion) and learners must guess the sentence section by section, every time repeating the start of the sentence so that by the time they are guessing the last part, they are producing many full sentences.
- 4) You say a sentence in English and learners write it in French.

Here is a link to a PowerPoint where sentences are available, including the audio, in order to support activities 1 and 2 should you require it. **Support for sentence builder activities.**

Once the learners are familiar with the sentence builder and comfortable enough with the pronunciation of these items, they should be encouraged to use these sentences in context. For this, you can choose to watch the short film again, stopping regularly to ask how various bears might feel at different times or you can use the still images available on the link below as prompts. Learners should all be able to give their opinion in French with or without the support of the sentence builder. They might however need to use some English to justify their ideas and that is okay.

Still images from the film are available here: **stills to discuss emotions.**



Activité 6: **The 3 stages of migration**

Using the following PowerPoint: **The 3 stages of migration**, ask learners to identify/ work out the 3 stages of migration:

- 1) Décider de partir
- 2) Le voyage
- 3) Commencer une nouvelle vie

Discuss how those 3 stages are represented in the film. Then look at the set of pictures and decide which of the three stages each picture represents.

On slide 4, only stages 1 and 2 are represented.

Slide 5 can be used to discuss the fact that not everyone copes with the journey. It reminds us of Alan Kurdi, the 3-year-old boy whose body was found on a beach. This could be a sensitive topic so this slide could be left out if you feel some pupils in your class would struggle with it.

Activité 7: **Children's rights: reading comprehension**

The Swiss charity 'Terre des hommes' created a poster with what they consider to be the 10 main children's rights. You can find it on the next page.

Learners work in groups to work out what these main 10 children's rights are. In order to do so, they can access a bilingual dictionary of course, but should first make good use of cognates as well as their knowledge of children's rights.

Then, learners can discuss which rights they feel are being respected in the short film and which ones they feel are not being respected.

Teachers can access a translation of each right as well as the audio recording on the following link: <https://www.thinglink.com/scene/1479849411843457025>

Les 10 principaux Droits de l'enfant

	1. Le droit d'être protégé contre toute forme de discrimination en raison de sa race, de sa religion, de son origine ou de son sexe
	2. Le droit d'avoir un nom et une nationalité
	3. Le droit à une alimentation suffisante et saine
	4. Le droit d'être soigné(e) et de bénéficier de soins et de traitement adaptés à l'âge
	5. Le droit à l'éducation
	6. Le droit d'être nourri, logé et de grandir dans de bonnes conditions
	7. Le droit de jouer, de rire, de rêver
	8. Le droit d'accéder à l'information, d'exprimer son avis et d'être entendu
	9. Le droit d'être protégé de la violence et de l'exploitation
	10. Le droit à une protection spéciale pour tous les enfants réfugiés et / ou handicapés

Activité 9: Reading comprehension

Using the fact files and a dictionary to support, complete the reading comprehension tasks for each type of bear. You can choose to divide the class into 2 and ask each half to focus on one type of bear.

You can access fact files about polar bears and black bears on the following link:

<https://view.genial.ly/60fa8d795825d50ddf88557d/interactive-content-lours-polaire>

The reading comprehension activities for both ours polaires (Appendix 1) and ours noirs (Appendix 2) are available at the end of this pack. Learners have access in Appendix 3 to a glossary to support the reading comprehension. However, you could challenge some of your learners by providing them with a bilingual dictionary instead of the glossary.

L'ours polaire

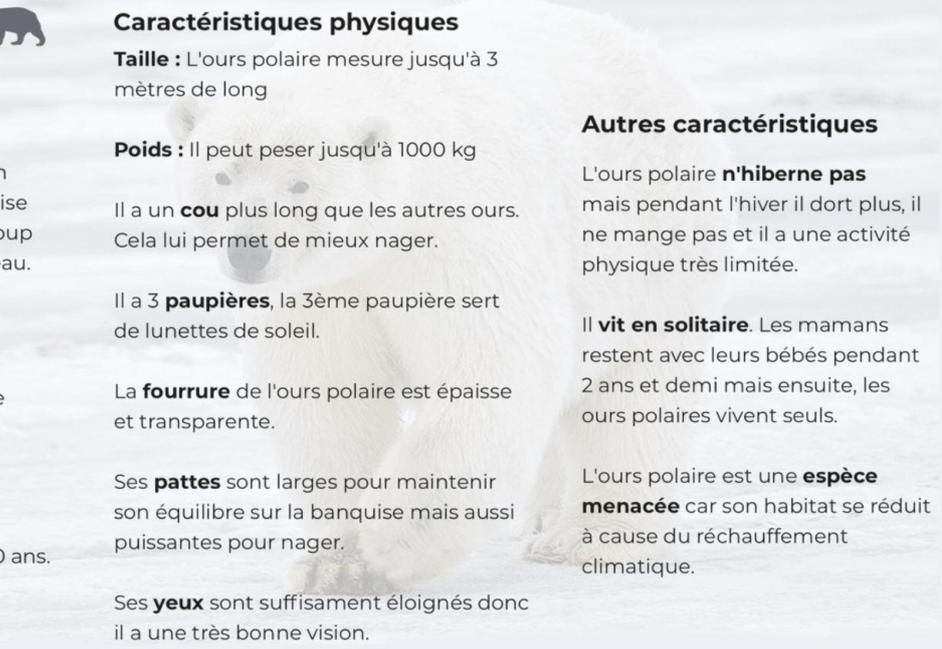
Habitat
On trouve l'ours polaire en Arctique. Il vit sur la banquise mais il passe aussi beaucoup de temps à nager dans l'eau.

Alimentation
Il est omnivore mais il se nourrit principalement de phoques, de poissons, de rennes...

Durée de vie
Il peut vivre entre 20 et 30 ans.

Caractéristiques physiques
Taille : L'ours polaire mesure jusqu'à 3 mètres de long
Poids : Il peut peser jusqu'à 1000 kg
Il a un **cou** plus long que les autres ours. Cela lui permet de mieux nager.
Il a 3 **paupières**, la 3ème paupière sert de lunettes de soleil.
La **fourrure** de l'ours polaire est épaisse et transparente.
Ses **pattes** sont larges pour maintenir son équilibre sur la banquise mais aussi puissantes pour nager.
Ses **yeux** sont suffisamment éloignés donc il a une très bonne vision.

Autres caractéristiques
L'ours polaire **n'hiberne pas** mais pendant l'hiver il dort plus, il ne mange pas et il a une activité physique très limitée.
Il **vit en solitaire**. Les mamans restent avec leurs bébés pendant 2 ans et demi mais ensuite, les ours polaires vivent seuls.
L'ours polaire est une **espèce menacée** car son habitat se réduit à cause du réchauffement climatique.



L'ours noir

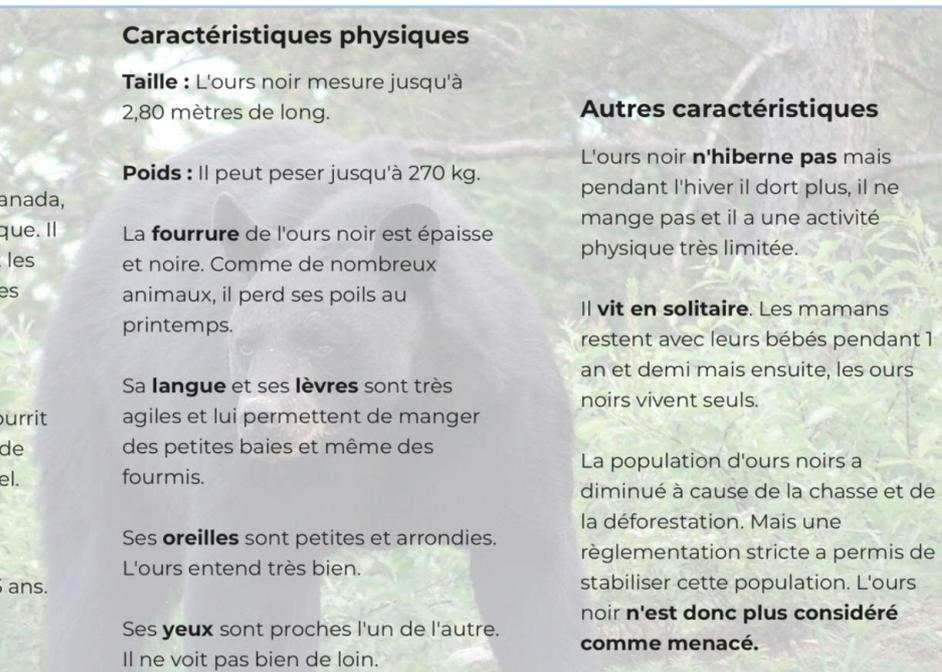
Habitat
On trouve l'ours noir au Canada, aux États-Unis et au Mexique. Il vit dans les montagnes et les forêts denses, loin des êtres humains si possible.

Alimentation
Il est omnivore mais se nourrit principalement de fruits, de baies, de racines et de miel.

Durée de vie
Il peut vivre entre 30 et 35 ans.

Caractéristiques physiques
Taille : L'ours noir mesure jusqu'à 2,80 mètres de long.
Poids : Il peut peser jusqu'à 270 kg.
La **fourrure** de l'ours noir est épaisse et noire. Comme de nombreux animaux, il perd ses poils au printemps.
Sa **langue** et ses **lèvres** sont très agiles et lui permettent de manger des petites baies et même des fourmis.
Ses **oreilles** sont petites et arrondies. L'ours entend très bien.
Ses **yeux** sont proches l'un de l'autre. Il ne voit pas bien de loin.

Autres caractéristiques
L'ours noir **n'hiberne pas** mais pendant l'hiver il dort plus, il ne mange pas et il a une activité physique très limitée.
Il **vit en solitaire**. Les mamans restent avec leurs bébés pendant 1 an et demi mais ensuite, les ours noirs vivent seuls.
La population d'ours noirs a diminué à cause de la chasse et de la déforestation. Mais une réglementation stricte a permis de stabiliser cette population. L'ours noir **n'est donc plus considéré comme menacé**.





Appendices

Appendix 1

Les ours polaires : Compréhension écrite

Activité 1:

Read the fact sheet about polar bears and choose the correct answer.

1 Polar bears live in:

- a) Antarctica
- b) The Arctic region

2 Polar bears are:

- a) Herbivorous (only eat plants)
- b) Carnivorous (only eat meat)
- c) Omnivorous (eats both plants and meat)

3 The main diet of polar bears is:

- a) Fruit and berries
- b) Fish and animals

4 Polar bears like to be:

- a) On the ice
- b) In the water
- c) Both

5 What is the life expectancy of a polar bear ?

- a) 20 years
- b) 30 years
- c) Between 20 and 30 years

Activité 2:

Read the section about physical characteristics and fill in the gaps.

..... : A polar bear is up to 3 metres

..... : He can up to 1000 kg.

His neck is than other bears'. It allows him to better.

He has 3 The 3rd is used as

The polar bear's is thick and

His are wide to keep its on the ice but they are also

..... in order to

His are far enough apart so he has a very good

Activité 3:

Read the other characteristics section and answer the following questions.

Although polar bears do not technically hibernate, what 3 things do they do over the winter period in order to save energy?

.....
.....
.....

How long does a polar bear baby live with their mum before going away to live on their own?

.....

Why are polar bears an endangered species?

.....



Appendix 2

Les ours noirs : Compréhension écrite

Activité 1:

Read the fact sheet about black bears and choose the correct answer.

1 Black bears live in:

- a) North Africa
- b) North America
- c) Siberia

2 Black bears live in:

- a) Mountains and forests
- b) Deserts
- c) Heavily populated areas

3 Black bears are:

- a) Herbivorous (only eat plants)
- b) Carnivorous (only eat meat)
- c) Omnivorous (eats both plants and meat)

4 The main diet of black bears is:

- a) Fruit and berries
- b) Fish and animals

5 What is the life expectancy of a black bear?

- a) 30 years
- b) 35 years
- c) Between 30 and 35 years

Les ours noirs : Compréhension écrite

Activité 2:

Read the section about physical characteristics and fill in the gaps.

..... : A black bear is up to 2.80 metres

..... : He can up to 270kg.

The black bear's..... is thick and

Like many other animals, black bears lose their hair in

His and are very agile which allow him to
small and even

His are small and round. A black bear very well.

His are close together so he does not well from distance.

Activité 3:

Read the other characteristics section and answer the following questions.

Although black bears do not technically hibernate, what 3 things do they do over the winter period in order to save energy?

.....
.....
.....

How long does a black bear baby live with their mum before going away to live on their own?

.....

What 2 things caused the black bear population to go down?

.....
.....

Are black bears an endangered species? Why?

.....

Appendix 3 Glossary

Agile : (adj) agile, nimble	Mesurer : (vb) to measure
Alimentation : (nf) food	Méxique : (nm) Mexico
An : (nm) year	Miel : (nm) honey
Arrondi : (adj) rounded	Mieux : better
Aussi : also, as well, as	Montagne : (nf) mountain
Autre : (adj) other	Nager : (vb) to swim
Baie : (nf) berry	Omnivore : (adj) omnivorous
Banquise : (nf) ice field	Oreille : (nf) ear
Beaucoup : a lot	Ours : (nm) bear
Bébé : (nm) baby	Pas : not (often used with ne before it)
Bien : (adv) well	Passer : to go by / passer du temps = to spend time
Bon : (adj) good	Patte : (nf) a leg (for an animal)
Cause : (nf) cause – à cause de = because of	Paupière : (nf) an eyelid
Chasse : (nf) hunt	Pendant : during
Comme : as, like, same as	Perdre : (vb) to lose
Cou : (nm) neck	Permettre : (vb) to allow
Demi : (adj) half	Peser : (vb) to weigh
Diminuer : (vb) diminish / reduce	Petit : (adj) small
Donc : so, therefore	Peut : see 'pouvoir'
Dormir : (vb) to sleep	Phoque :
Durée : (nf) length	Plus : more / ne ... plus = no longer
Eau : (nf) water	Poids : (nm) weight
Eloigné : (adj) far away	Poil : (nm) a hair, fur
Ensuite : then	Poisson : (nm) a fish
Entendre : (vb) to hear	Pouvoir : (vb) to be able to, can
Épais : (adj) thick	Printemps : (nm) spring
Équilibre : (nm) balance	Proche : (adj) close
Espèce : (nf) species	Puissant : (adj) powerful
Et : and	Racine : (nf) root
États-Unis : United States	Réchauffement : warming
Être : (vb) to be (nm) being	Réduire : (vb) to reduce
Fourmi : (nf) ant	Réglementation : (nf) rules
Fourrure : (nf) fur	Renne : (nm) reindeer
Hiberner : (vb) to hibernate	Se nourrir : (vb) to feed
Hiver : (nm) winter	Servir de : (vb) to be used for
Il : he / it	Seul : (adj) alone
Jusqu'à : until	Si : if
Langue : (nf) tongue	Soleil : (nm) sun
Large : (adj) wide	Solitaire : (adj) solitary, alone
Leur : their	Sont : see être
Lèvre : (nf) lip	Suffisamment : (adv) enough
Loin : far – loin de = far from	Sur : on, on top of
Lunettes : (nf) glasses	Taille : (nf) height
Maintenir : (vb) to maintain	Très : very
Mais : but	Trouver : (vb) to find
Maman : (nf) mummy	Vie : (nf) life
Manger : (vb) to eat	Vivre : (vb) to live
Même : even, same	Voir : (vb) to see
Menacer : (vb) to threaten	Yeux : (nm) eyes (singular form = un oeil)

Appendix 4 Ours polaire ou ours noir?

Pendant l'hiver il ne mange pas et il dort beaucoup.	Il est omnivore.	Il vit en solitaire.
Il mange principalement des poissons et autres animaux.	Il mange principalement des fruits et des baies.	Le bébé reste avec sa maman pendant 30 mois.
Il peut vivre 30 ans.	Il habite dans la forêt.	Il habite sur la banquise.
Sa fourrure est transparente.	Sa fourrure est noire.	Il ne voit pas bien.
Il a une bonne vision.	Il mesure 3 mètres de long.	Il pèse 1000 kg.
Il pèse environ 250 kg.	C'est une espèce menacée.	La population a diminuée à cause de la chasse.
Il entend très bien.	Il aime nager.	Il aime monter aux arbres.
Il a un long cou.	Il a 3 paupières.	Le bébé reste avec sa maman pendant 18 mois.

