

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource: Mishou

Level 2 / P5 to P7 / Ages 8+

Curricular Themes: Languages (French)

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

[discoveryfilmfestival.org.uk](http://discoveryfilmfestival.org.uk)



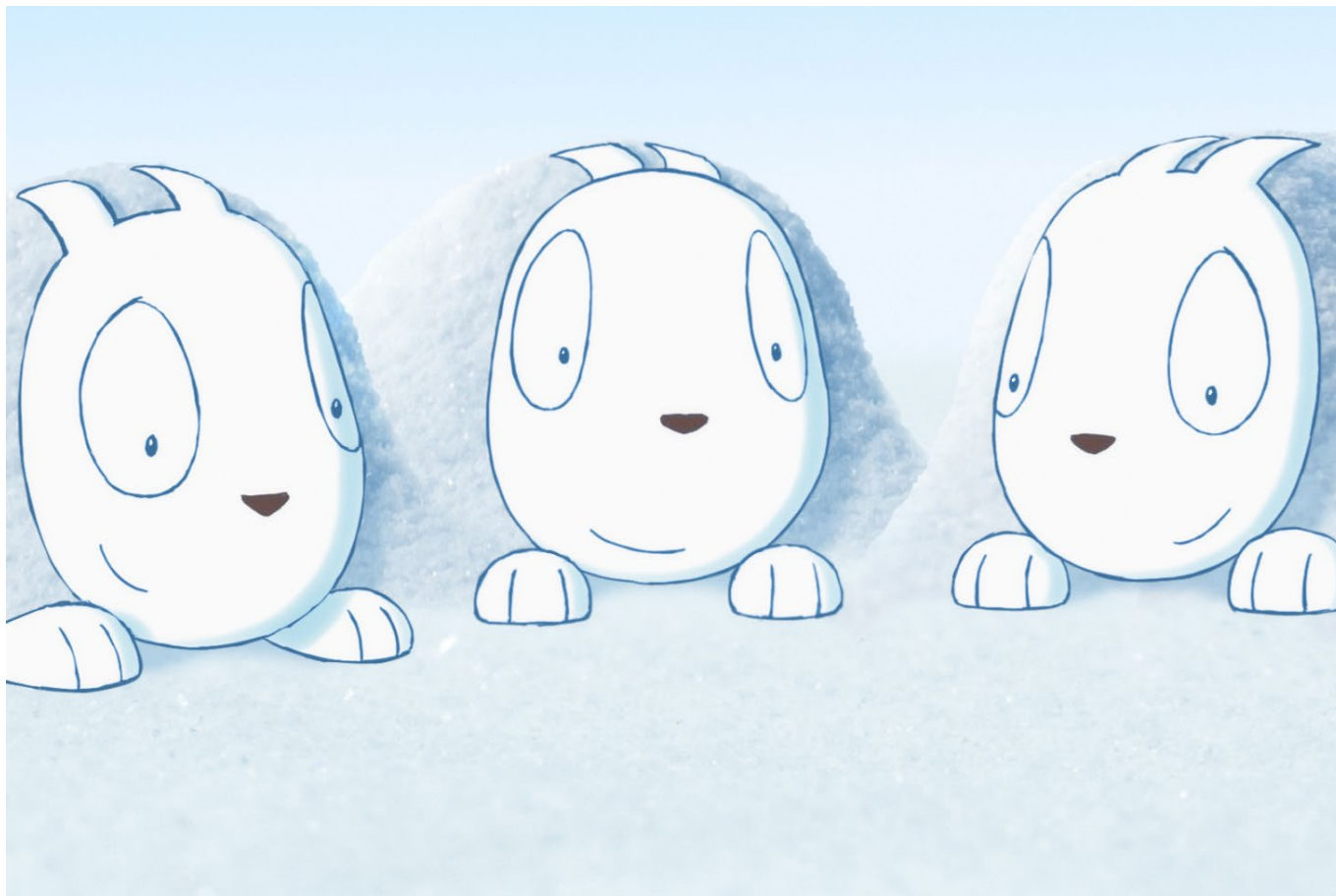
# DCA

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](http://www.discoveryfilmfestival.org.uk/resources)



## Mishou

Dir: Milen Vitanov

Germany / Bulgaria 2020 / 8m

Dialogue free

### Synopsis

The lives of four lively arctic hares take a turn after discovering a strange new creature.

### Focus

This pack is designed for French language learners at Second Level.

### PowerPoint

Download the *Mishou* PowerPoints:

[https://www.dca.org.uk/assets/general/Mishou\\_-\\_Part\\_1.pptx](https://www.dca.org.uk/assets/general/Mishou_-_Part_1.pptx)

[https://www.dca.org.uk/assets/general/Mishou\\_-\\_Part\\_2.pptx](https://www.dca.org.uk/assets/general/Mishou_-_Part_2.pptx)

## Activité 1: Perdu – Lost



The learners will write a 'lost' poster related to a real or imaginary pet of their choice.

You can use the writing template provided (**Appendix 1**) or let the learners create their own poster.

Sound files can be found in the **PowerPoint presentation Part 1** (slides 2 to 4). You can print the vocabulary list provided for the learners to use (**Appendix 2**).

*I can use familiar language to describe myself and to exchange straightforward information.*

**MLAN 2-13b**

## Activité 2: 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 designed to encourage learners to think about and discuss diversity and culture.

In class discuss the following scene (1m4s to 2m02s).

The questions can be displayed on the screen by accessing the [PowerPoint presentation Part 1](#) (slide 5).

In this scene Mishou is quite reluctant to eat carrots.

- Why do you think that is?
- How did the hares react? What did they do? How else could they have reacted?
- Do all your peers in the classroom eat the same type of food? What can you learn from different cuisines?
- Why would it be a good thing to try different kind of foods? (e.g. It enables us to learn about the culture, habits, resources, climate of a country, ...)

*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***

*Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion. **HWB 2-34a***



### Activité 3: Le bon ordre – Sequencing



Découpe les images et les phrases. Associe le début et la fin de chaque phrase et remets l'histoire dans le bon ordre.

Use **Appendix 3** and cut out the pictures and captions. Match the beginning and the end of each sentence and arrange the story in the correct order.

*I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence, for example. **MLAN 2-08a***



## Activité 4: Les 3Rs – The 3 Rs

### ***Mon Tour Votre Tour - My Turn Your Turn***

Ask the learners to repeat the words either as a whole class or individually. Use the sound files on the **PowerPoint presentation Part 1** (slide 6) to encourage good pronunciation. Repetition activities are great for encouraging less confident learners to speak out. Inaccuracies can be dealt with by the teacher repeating the word accurately and moving on rather than by correction in order to avoid undermining confidence.

*I explore comparisons and connections between sound patterns in different languages through play, discussion and experimentation. MLAN 2-07a*

### ***Relie les mots à leur définition – Link the words to their meaning***

Print the worksheet (**Appendix 4**) and/or complete the activity as a class by accessing the **PowerPoint presentation Part 1** (slide 7).

*I explore comparisons and connections between sound patterns in different languages through play, discussion and experimentation. MLAN 2-07a*

### ***Les vrais amis – Cognates***

Ask the learners if, when they look at the text (**Appendix 4** or slide 7 of the **PowerPoint presentation Part 1**), they notice a similarity between the words in French and their meaning in English, e.g. recycler – recycle?

Explain that these words are called cognates or ‘les vrais amis’ because they come from the same origin. Cognates are a good way to learn new vocabulary in another language but you need to remember that pronunciation might be different.

It is also important to remember that not all words looking/sounding similar in two languages always mean the same. There are some false friends, ‘les faux amis’, e.g. une librairie is a bookshop not a library! Make sure you use a bilingual dictionary to check the meaning.

*I can understand how a bilingual dictionary works and use it with support. MLAN 2-11a*

### ***Les faux Amis – False Friends***

This activity encourages the use of a bilingual dictionary to check unfamiliar words. Please print **Appendix 5**.



***C'est réduire, réutiliser ou recycler? – Is it reduce, reuse or recycle?***

Use the **PowerPoint presentation Part 2** (slides 2 to 15) for this activity.

Ask in French: 'C'est réduire, réutiliser ou recycler?' or use the sound file next to the sentence on the PowerPoint presentation.

The learners will answer 'C'est ....' depending on what the picture shows. Continue until the end of the game.

*I can participate in familiar collaborative activities including games, paired speaking and short role plays. **MLAN 2-05b***



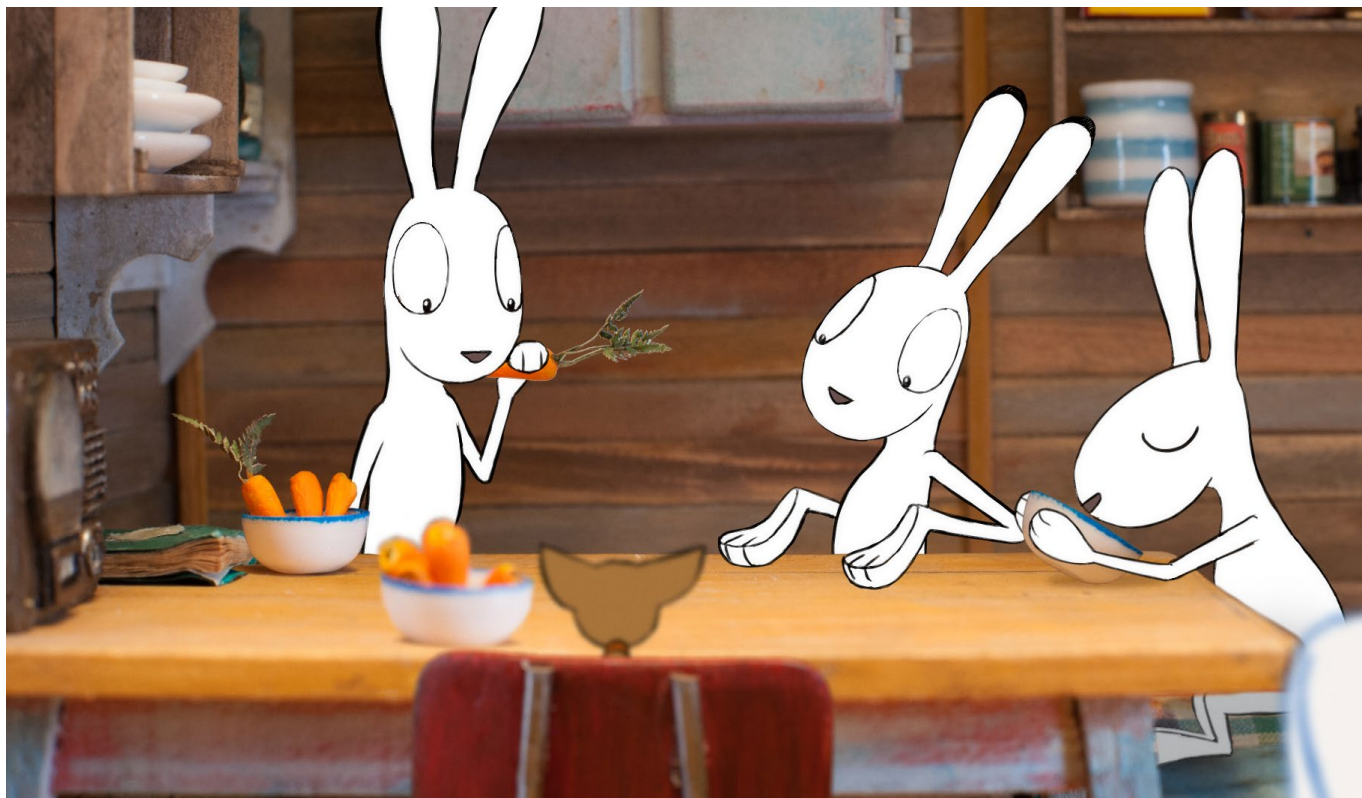
## Activité 5: Le recyclage - Recycling



Use the [PowerPoint presentation Part 2](#) (slide 17 and slide 18 for the answers) for this activity. Ask the learners to sort the rubbish.

For this activity the learners will be encouraged to start making their own sentence in the target language. They simply have to listen to the sound file of their chosen rubbish by clicking on the picture then add the word 'dans' (in or into) then the name of the bin. Encourage learners to make full sentences, e.g. 'Les bouteilles en verre dans le verre'.

*I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way. **SOC 2-08a***



Watch the short movie from Citeo, *Notre mode de vie a changé* by following the link: [https://www.youtube.com/watch?v=9KSI7\\_B7DSg](https://www.youtube.com/watch?v=9KSI7_B7DSg) or click on the picture on the **PowerPoint presentation Part 2** (slide 19).

Teachers please note: You can slow the playback speed down on Youtube by clicking on the  icon, playback speed, select 0.75.

*I can participate in familiar collaborative activities including games, paired speaking and short role plays.* **MLAN 2-05b**

*I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way. SOC 2-08a*

## Kahoot! Quiz

You can either follow the link: <https://create.kahoot.it/share/notre-mode-de-vie-evolue/dbb193b2-0278-489f-9486-91c49f0af1af> or click on the link on the **PowerPoint presentation Part 2** (slide 20).

Alternatively, click the below link to access the PowerPoint version of the same quiz:

[https://www.dca.org.uk/assets/general/Kahoot Notre mode de vie a change.pptx](https://www.dca.org.uk/assets/general/Kahoot_Notre_mode_de_vie_a_change.pptx)

For this version you can ask the learners to share their answer by saying the colour in French (Rouge, bleu, jaune ou vert.)



This is a simple French song about recycling.

After the first listening encourage learners to listen for cognates or 'les vrais amis'. Play the song a few times as appropriate. How many did you find? What were the words?

Now look at the lyrics while listening again (**Appendix 6**). Did you notice more cognates?

You can access the sung version here: <http://ekladata.com/VTMsKs3aaLzEGBN-JYlvzhd-fGps.mp3>

The instrumental version can be found here: [http://ekladata.com/wLPCFzMbZ\\_FfD-Cz\\_7sEjjR-iw7Q.mp3](http://ekladata.com/wLPCFzMbZ_FfD-Cz_7sEjjR-iw7Q.mp3) (<http://chansonsdecole.eklablog.com>)

Or click on the pictures on the **PowerPoint presentation Part 2** (slide 21).

Access the **PowerPoint presentation Part 2** for the word for word translation (slides 22 to 30).

As an extra challenge learners could try to memorise and perform some of the verses.

*I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding.* **MLAN 2-01a**



## Activité 8: Les Voyages de Mishou – Mishou’s travels

### Use actions and directions in this adaptation of a well-known game

Use the PowerPoint presentation: [https://www.dca.org.uk/assets/general/les\\_voyages\\_de\\_Mishou.pptx](https://www.dca.org.uk/assets/general/les_voyages_de_Mishou.pptx) to access sound files and useful resources to set up the game.

Before starting the game build up a word bank of instructions and other useful vocabulary.

If you wish you can label each side of the hall/playground with a compass point – nord, sud, est et ouest. The flashcards can be used as labels.

One person gives instructions (initially the teacher) and the class follows them. Begin with a few instructions and build up gradually. Flashcards can be used as a visual prompt until learners are secure with the vocabulary.

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

Adapt activities to suit conditions e.g. need for social distancing, outside or inside space.

As an extension you could add new instructions – different forms of transport, other parts of the story, additional verbs. Learners could also suggest additional instructions and actions – this could be an opportunity for dictionary work in order to translate unfamiliar phrases into French.

*I can listen to and show understanding of familiar instructions and language from familiar voices and sources. **MLAN 2-01c***

*I can participate in familiar collaborative activities including games, paired speaking and short role plays. **MLAN 2-05b***

*While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals. **HWB 2-23a***

*I can listen to and show understanding of familiar instructions and language from familiar voices and sources. **MLAN 2-01c***

*I can participate in familiar collaborative activities including games, paired speaking and short role plays. **MLAN 2-05b***

*While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals. **HWB 2-23a***

*I can listen to and show understanding of familiar instructions and language from familiar voices and sources. **MLAN 2-01c***

*I can participate in familiar collaborative activities including games, paired speaking and short role plays. **MLAN 2-05b***

*While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals. **HWB 2-23a***





## Activité 9: Percussions corporelles – Body percussion

Please use the PowerPoint presentation: [https://www.dca.org.uk/assets/general/Percussions\\_corporelles\\_%E2%80%93\\_body\\_percussion.pptm](https://www.dca.org.uk/assets/general/Percussions_corporelles_%E2%80%93_body_percussion.pptm) to access sound files and useful resources for this activity.

Learn/revise vocabulary – use flashcards until learners are secure. For example hold up “tapez” and “le dos” whilst saying “tapez sur le dos” and learners should tap their back. Once they recognise the body parts and the actions ask them to repeat to gain confidence in following and saying the instructions.

Vocabulary games such as “Jacques a dit” can be used to practise.

Provide opportunities for learners to explain their rhythm sequences in French to their group and to the class to practise vocabulary.

When groups are playing together set the tempo by counting them in using French numbers. This will also ensure that everyone starts together. If keeping the tempo consistent proves tricky then continue counting throughout. Learners could take it in turns to be responsible for counting.

### Idées d’activités – Activity ideas

- Give instructions in French for a short sequence of sounds for example “tapez les jambes deux fois et frappez des mains deux fois.” Display flash cards as a prompt. Repeat the sequence several times keeping a consistent tempo.
- Learners (individually or in pairs or groups) devise their own short sequence of sounds and describe in French to the rest of the class so that all can join in.
- Each group devises a sequence of four sounds. The sequences from different groups are then joined together to form a longer sequence. Encourage groups to keep a consistent tempo by counting repeatedly to four in French.
- Learners devise symbols to represent the sounds they are using and write as a score, divided into four beat groupings – bars. The sequences can include rests – in French say “silence”.
- Each member of the group creates their own sequence of four sounds. Player 1 plays their sequence twice, then player 2 joins in and so on until all group members are playing together. Players stop in reverse order.
- Play a piece of familiar music with a steady tempo while groups try to play their sequences along to it – see example on the next slide.



- See also the Composing Game in the Creative Language Practices Toolkit – follow the link: <https://blogs.glowscotland.org.uk/gc/creativepracticestranslang/resources/>  
This activity uses words in different languages but it could also be adapted to use body percussion.
- Frère Jacques:  
The music in this example is Frère Jacques, but any music can be used for this activity.  
Sequence –  
Frappez des mains, silence, claquez les doigts deux fois  
or  
Frappez des mains, silence, claquez les doigts, claquez les doigts



*I can listen to and show understanding of familiar instructions and language from familiar voices and sources. **MLAN 2-01c***

*I can participate in familiar collaborative activities including games, paired speaking and short role plays. **MLAN 2-05b***

*I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics. **EXA 2-17a***

## Activité 10: 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 our role in waste reduction and global warming.

Please use the **PowerPoint presentation Part 2** for this activity (slides 31 to 35).

Slide 32: Here the focus is on the group of tourists taking pictures with their mobile phones. The irony is that tourists want to see the Arctic but tourism is damaging the environment and reducing the chances of seeing icebergs, wild life...

Slide 33: Discuss global warming, pollution of the seas...

Slide 34: Discuss the 3Rs.

Slide 35: Look at the body language of the hares (e.g. heads down, sad faces, ears pinned vs heads up, tapping the beat with their paws...), the change in music.

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**

I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way. **SOC 2-08a**

.....

## Additional Resources

### Appendix 1

# PERDU



Nom de l'animal: \_\_\_\_\_

Type d'animal: \_\_\_\_\_

Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Contactez: \_\_\_\_\_

# Le vocabulaire - Vocabulary



- un chien – a dog

- un chat – a cat



- un oiseau – a bird



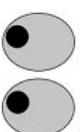
- un lapin – a rabbit



- un hamster – a hamster

- Il a... - It has...

- les yeux + *couleur* – colour + eyes



- le poil + *couleur* – colour + fur

- des plumes + *couleur* – colour + feathers

- des grandes/petites oreilles – big/small ears



- une longue/courte queue – a long/short tail



- un collier + *couleur* – a colour + collar







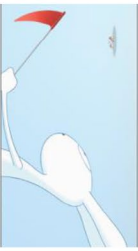




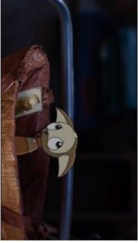














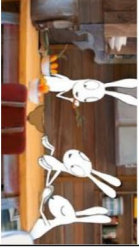


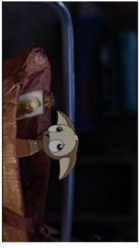




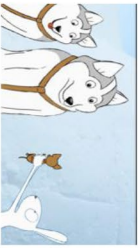







# Le vocabulaire - Vocabulary

- Il est... - It is...
- petit – small
- grand – tall
- de taille moyenne – medium-sized
- jeune – young
- vieux – old
- rapide – fast
- paresseux – lazy
- dangereux - dangerous
- agressif – aggressive
- gentil – kind
- joueur – playful
- timide – shy, timid
- gourmand – greedy



## Appendix 3

 <p>mais les visiteurs laissent leur ordures.</p>	 <p>Les quatre lièvres dorment</p>	 <p>mais il est trop petit.</p>	 <p>Mishou est triste de quitter ses amis</p>	 <p>Les lièvres mangent des carottes</p>	 <p>Un bateau flotte sur la mer</p>
 <p>Mishou veut partir avec les chiens de traîneaux</p>	 <p>mais Mishou aboie et le renard a peur.</p>	 <p>Les lièvres rentrent à la maison</p>	 <p>La neige est blanche et propre</p>	 <p>Les lièvres trouvent un téléphone</p>	 <p>mais ils entendent un chat.</p>
 <p>mais l'hélicoptère est parti.</p>	 <p>Le lièvre agite le drapeau</p>	 <p>Un renard des neiges arrive</p>	 <p>mais il retrouve sa maîtresse.</p>	 <p>mais Mishou n'aime pas les carottes.</p>	 <p>mais Mishou est triste.</p>
 <p>mais Mishou l'arrache.</p>	 <p>mais Mishou coule.</p>				

					
La neige est blanche et propre	mais les visiteurs laissent leur ordures.	Le lièvre agite le drapeau	mais l'hélicoptère est parti.	Les lièvres mangent des carottes	mais Mishou n'aime pas les carottes.
					
Les quatre lièvres dorment	mais Mishou est triste.	Les lièvres trouvent un téléphone	mais Mishou l'arrache.	Un bateau flotte sur la mer	mais Mishou coule.
					
Mishou veut partir avec les chiens de traîneaux	mais il est trop petit.	Un renard des neiges arrive	mais Mishou aboie et le renard a peur.	Mishou est triste de quitter ses amis	mais il retrouve sa maîtresse.
					
Les lièvres rentrent à la maison	mais ils entendent un chat.				

## Appendix 4

Relie les mots à leur définition – Link the words to their meaning.

RÉDUIRE

C'est fabriquer un nouveau produit à partir d'un produit utilisé.

RÉUTILISER

C'est ne pas abuser de l'eau, de l'alimentation, de l'électricité, ...

RECYCLER

C'est utiliser les produits usagés pour un usage identique ou différent.



## Appendix 5

### Les Faux Amis – False Friends

Use a bilingual dictionary to find the meaning of these words.

Word in French	Meaning in English
Le raisin	
La prune	
Travailler	
Blessé	
Attendre	
Supplier	
Agréable	
Une grappe	
Une journée	
Sensible	



## Appendix 6

# FAUT RECYCLER

C'est vraiment très sale par terre,  
Tous ces déchets, quelle misère !  
Ça pollue la terre, la mer.  
Y'a des solutions, des choses à faire.

**Faut recycler, faut recycler**  
**Pour protéger notre belle planète**  
**Faut recycler, faut recycler**  
**Pour empêcher la terre de sombrer.**

Verre, bouteilles, cartons, plastique,  
Le tri c'est automatique.  
Buvez l'eau du robinet,  
Faites des économies de papier.

**Faut recycler, faut recycler...**

Stopper les publicités,  
Ne plus jeter, réparer,  
Donner, réutiliser,  
Comme disent les papys « Faut pas gâcher ».

**Faut recycler, faut recycler...**

La nature est polluée  
Par des ordures, des saletés.  
On en a vraiment assez,  
Faudrait penser à tout nettoyer.

**Faut recycler, faut recycler**  
**Pour protéger notre belle planète**  
**Faut recycler, faut recycler**  
**Pour empêcher la terre de sombrer.**

**Faut recycler, faut recycler...**





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## 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](mailto: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](mailto:sarah.derrick@dca.org.uk)