



Migrants

Directed by Hugo Caby, Antoine Dupriez, Aubin Kubiak, Lucas Lermytte and Zoé Devise
France 2020 / 8'17"

No dialogue

Activities created by Sonia MacEwan

Synopsis of film

Two polar bears are forced to migrate from their home due to global warming. They find themselves in an unknown environment, very different from their own, where they encounter bears of a different type. Will they welcome them or will they face more challenges as they adapt to their new habitat?

Teacher Advisory

This film explores the issues faced by migrants. The theme, together with some of the video clips in the activities, may be unsettling for some pupils.



Before watching the film

Activity 1: Sound on/Screen off Creative Writing

Resources: A4 paper or jotters, Appendix 1, Appendix 2, Appendix 3, pencils, colouring pencils/pens.

Part 1:

IMPORTANT: Do not let the pupils see the screen! LISTEN to the first 51 seconds of the film. While they listen, pupils will take notes on what they think they can hear. Who do they think the main characters are? Where do they think the story is set? What do they think is happening right now? What has just happened before that got the characters to this point? Complete the sections on the sheet in Appendix 1. Encourage pupils to use lots of description.

Part 2:

Pupils should now create a detailed drawing of the main character and the setting. Encourage them to use lots of adjectives, similes or metaphors to describe them in the tables in Appendix 2.

Part 3:

Pupils can now use their notes from Part 1 and their drawings from Part 2 to create a story based on what they think they can hear in the clip. They can structure their story using the story mountain in Appendix 3.

As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. LIT 2-05a
Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a

After watching the film

Activity 1: Why do people leave their home country?

Resources: Large sheets of paper, Appendix 4, pens, scissors.

First of all, discuss with the class what they think a migrant is. They should think of clues that were in the film to help them.

Watch the video explaining migration at: [History KS1 / KS2: Migration – BBC Teach](#). Now look at the definitions at the top of the page, and the explanation of ‘push’ and ‘pull’ (don’t show them the image just yet!) on the BBC website: [Cause and effects of migration – Population and migration – KS3 Geography Revision – BBC Bitesize](#).

Now divide the class into groups of 4. Give each group a large sheet of paper and pens. They should split the paper in half with the titles ‘Push Factors’ and ‘Pull Factors’ on each half. Give each group a copy of the factors in Appendix 4 and ask them to sort them into either ‘push’ or ‘pull’. Could any be in both columns? Can they think of anymore?

Once they have had time to think of some factors, show them the image on the BBC website and discuss their answers.

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. LIT 2-04a



Activity 2: Welcome Leaflet

Resources: A4 paper, Appendix 5, pencils, colouring pencils/pens. Optional: iPads, Chromebooks or other suitable devices.

ASK: Are migrants welcomed to the country? Why?

Watch the video at: [\(4486\) British Red Cross – 'I Am A Human' – YouTube](#). Think about how migrants must feel when they leave their home countries to start a new life somewhere else. They have often left in a hurry, without family, have very little belongings with them and end up in a country where they don't speak the language. As well as this, they often then face issues such as discrimination and racism.

Now look at the 'Advantages & Disadvantages' section at: [Cause and effects of migration – Population and migration – KS3 Geography Revision – BBC Bitesize](#).

Each pupil will now create a leaflet welcoming migrants to their local area. They could use the internet to research each area in Appendix 5 and take notes. They should include a friendly image on the front cover and relevant information in each section. They could also create a digital leaflet on a Chromebook or other device.

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.

LIT 2-15a

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. **LIT 2-24a**

I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. **TCH 02-02a**



Activity 3: Climate Change & Polar Bears

Resources: Paper/jotters for note taking, Appendix 6, pencils, large paper or card for posters, colouring pencils/pens,

Optional: iPads/Chromebooks or other suitable devices.

Explain to pupils that in this activity, they will explore climate change and the effect on polar bears. Introduce the concept using the presentation by [WWF at: WWF_KS2_Lesson1_Presentation_v3.pdf](#). This is interactive – watch out for video clips and parts to click on for further information and photographs. Pupils should take notes throughout to help them complete the activity. There is a note taking template in Appendix 6.

Now show pupils the following video:

[Polar Bears and How to Save Them | Mission Animal Rescue – YouTube.](#)

Explain to pupils that they are going to create one of the following to explain how climate change is affecting polar bears. They should include tips on what we can do to help. They could then present their projects to the class.

- Poster (individuals) – least challenging
- Information Leaflet (individuals) – slightly more challenging
- Short Video (groups) – most challenging

They can use the following websites to help if they have access to iPads, Chromebooks or other technology to supplement the information they have learnt from the presentation:

[13 ways to save the Earth from climate change \(nationalgeographic.com\)](#)

[Climate change \(nationalgeographic.com\)](#)

As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. LIT 2-05a

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a

I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. TCH 02-02a

Activity 4: Cubism Art

Resources: A4 white paper, pencils, black handwriting pens, colouring pencils/pens in hot and cold colours.

Cubism is a type of art. The movement, which was founded by Pablo Picasso and his close friend Georges Braque in 1907, was a radical breakthrough in art that undermined nearly five centuries of tradition. Have a look at some examples at the following link and discuss them with pupils:

Cubism art – Bing images.

In the film, the polar bears were forced to move from their cold polar landscape to an unfamiliar hot country. Pupils will create an image of a polar bear in the cubism style using hot and cold colours. They should show either the polar bear in hot colours and the background in cold colours, as in the video clip below, or alternatively they could depict the polar bear in the cold colours and the background in hot colours. Watch the instructional video clips below with the pupils who will follow the instructions to complete their image.

(4499) Polar Bear 5th, Pt. 1 – YouTube

(4499) Polar Bears 5th, Pt. 2 – YouTube

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

EXA 0-07a / EXA 1-07a / EXA 2-07a / EXA 3-07a

I can create and present work that shows developing skill in using the visual elements and concepts.

EXA 2-03a





Activity 5: Compare & Contrast Brown Bears & Polar Bears

Resources: iPads/Chromebooks or other suitable devices to carry out research, large paper or card for posters, pencils, colouring pencils/pens, Appendix 7.

Explain to pupils that they are going to carry out some research into the differences between brown bears and polar bears. They can use the following websites to find information, which they can record on the planning sheet in Appendix 7. They should create a poster with information that compares and contrasts the two types of bear.

Brown Bear (nationalgeographic.com)

Polar Bear photos, facts, and map (nationalgeographic.com)

You could show them examples of information posters in the following images:

2dcddcd05513eaab2fbc4c179525222d8.jpg (270×350) (pinimg.com)

a2639d0f65d0762d31f64ebb7c5ff7c1.jpg (1000×630) (pinimg.com)

I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06a

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.

LIT 2-15a

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a

I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. TCH 02-02a



Activity 6: Compare & Contrast Migrant Journeys

Resources: iPads/Chromebooks or other suitable devices to carry out research and create a presentation, Appendix 8.

This should ideally be completed after Activity 1 which explores migrants and why they leave their home countries.

Watch the video featuring brief clips from people who migrated as children: **Voices Past and Present – Stories of Child Migration – Child Migrant Stories**. As a class, discuss the following questions:

- 1 Why did they leave their home countries?
- 2 How did they feel about leaving home?
- 3 What issues did they face in their destination countries?
- 4 Do you think their destinations countries were like they imagined they would be? What evidence is there in the video to make you think that?
- 5 How do you think they felt in their new homes?

Recap the places that the migrants left, writing them on the whiteboard:

- El Salvador
- Bangladesh
- Rwanda
- Turkey
- Brazil
- India
- Poland
- Southern Ireland
- Jamaica
- Somalia

Divide the class into 10 groups. Allocate each group 1 place from the list. They will then work together to create a presentation to share with the rest of the class. Their presentations should include the following (see Appendix 8 for a template):

- Country location (use an atlas/Google Maps to find it)
- The journey they would've possibly made
- Calculate the distance to the UK
- Compare and contrast the country to the UK, eg climate, population, employment, cost of living, education etc.

*I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-06a***

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.

LIT 2-15a

*I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. **LIT 2-24a***

*I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. **TCH 02-02a***

Appendix 1 **Sound on Screen off Listening Activity**

I can hear:	
Characters:	Setting:
What is happening now:	What has just happened – how did they get there?



Appendix 2 **Character and Setting Development**

Draw a detailed drawing of your character:

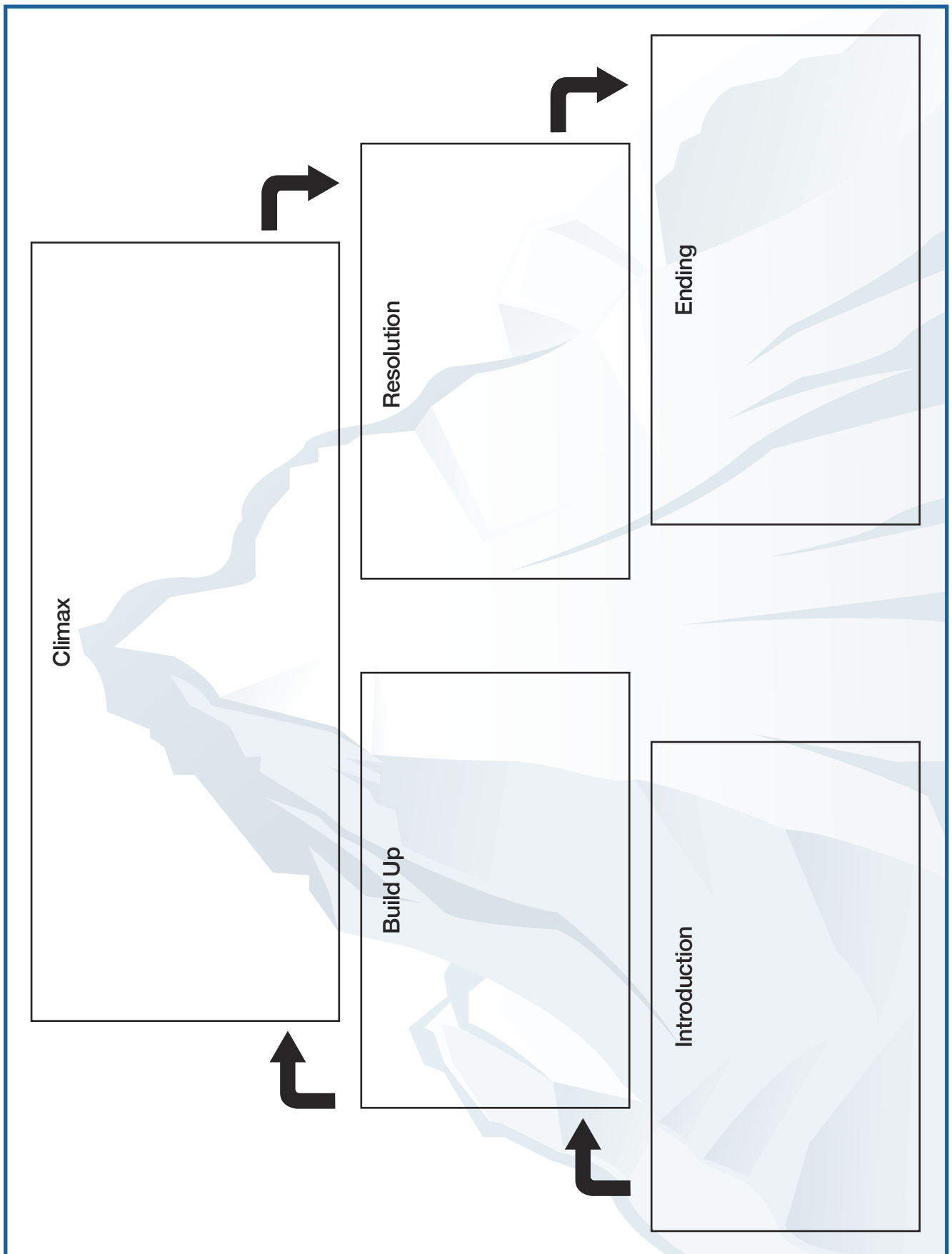
Appearance

Personality

Describe your setting using the senses in the table below.

See	
Hear	
Smell	
Feel (what would things feel like)	
Taste (eg when you can taste things such as on bonfire night you get a taste in your mouth)	

Appendix 3 **Story Mountain**



Appendix 4 **Push & Pull Factors**

School	Jobs
Family	Dangers/Conflict eg war
Natural Disasters eg earthquakes, hurricanes, floods	To Travel
Beliefs/Religion	Education
Famine	Healthcare
Employment	Housing

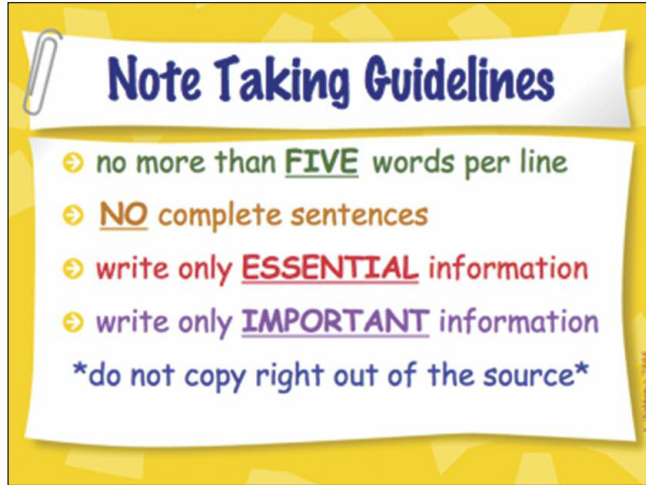
School	Jobs
Family	Dangers/Conflict eg war
Natural Disasters eg earthquakes, hurricanes, floods	To Travel
Beliefs/Religion	Education
Famine	Healthcare
Employment	Housing

Appendix 5 **Welcome Leaflet**

Supermarkets and Cheap Clothing	
Hospital, Doctor Surgeries, Dentists (EXTENSION: Include info on NHS 24)	
Schools	
Local Travel	
Sport/Leisure/ Spare Time Activities	
Places to Eat	
Language: Local vocabulary	
EXTENSION: Classes for learning English	

Appendix 6 **Note Taking**

Remember:



What is Climate Change?

What Causes Climate Change?


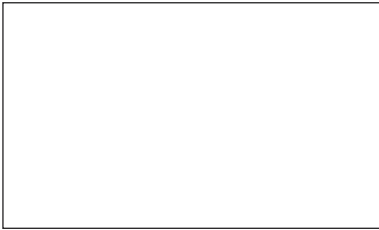
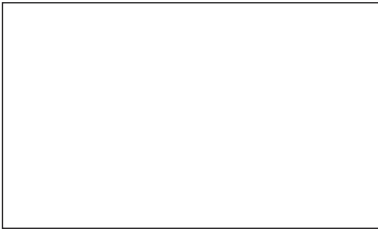
How Is It Affecting Polar Bears?

What Can We Do About It?

Appendix 7 **Comparison of Brown Bears and Polar Bears**

	Brown Bears	Polar Bears
Scientific Name		
Animal Type		
Size		
Weight		
Average Life Span		
Appearance		
Eats		
Location		
Habitat		
Hibernates		
Other Interesting Facts		

Appendix 8 Country Comparison

Countries I am comparing		
Location		
Flag		
Population		
Capital City		
Main Language		
Climate		
Landscape		
Education		

Appendix 8 Country Comparison Continued

Employment		
Food & drink		
Cost of: Bread Milk Typical meal Rice Eggs Cheese Cost of Living Comparison Between Two Countries (numbeo.com)		
Rent per month: Property Prices Comparison (numbeo.com)		
Average salary per month: Property Prices Comparison (numbeo.com)		
Interesting information		
Similarities		
Differences		