

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: Belle And Sebastian Friends For Life (Belle et Sébastien 3 Le Dernier Chapitre)

Level 2

Created by Virginie Bradbury

Discovery Film Festival: Sat 20 October - Sun 4 November 2018

discoveryfilmfestival.org.uk



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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



Belle And Sebastian Friends For Life (Belle et Sébastien Le Dernier Chapitre)

Dir: Clovis Cornillac

France 2017 / 1h37m

French with English subtitles

Synopsis

This new adventure begins as Belle is now a mother-of-three and Sebastian is 12 years old. While he refuses to follow his father who has decided to move to Canada with Angelina, he will also have to face a new threat: the mean-spirited Joseph, who claims to be Belle's rightful owner. He wants to take Belle and her puppies away... but Sebastian will do all it takes to protect his best friend and her little ones.

Advisory: There is a very menacing character presented both visually (dressed in black, carrying guns and hunting knives, driving a tank-like vehicle) and who uses some intimidating language, including making death threats. Characters are seen drinking, smoking and gambling (though when two children taste a stolen glass of wine they find it "yucky"). Animals are placed in danger but these moments play out without lasting damage being caused. One character dies in childbirth (offscreen) and another falls through the ice on a frozen lake and does not reappear. There are brief references to sleeping together before marriage, and 'making babies'. There is some petty thieving and a number of locks are picked using a penknife, this latter skill apparently learnt whilst "practising at school".



Activity 1: Les affiches – The posters

Comparez les deux affiches.

Compare the 2 posters.



Note to teachers:

This activity can be done prior to seeing the movie or after. We are inviting the children to discuss their feelings about the movie therefore this activity should be conducted in English as we do not expect the children to be familiar with the vocabulary needed to complete the task.

Questions:

1. What information can you gather on each poster?
2. Look at the background. What are the main colours? How do they make you feel?
3. Who are the characters on each poster? Why do you think the focus is on those characters?
4. From the poster, what kind of film is this going to be? What can you predict?
5. Which poster do you prefer? Why?



Activité 2: Travail d'écoute – Listening activity

Listening PowerPoint: [http://www.dca.org.uk/assets/general/Listening_\(2\).pptx](http://www.dca.org.uk/assets/general/Listening_(2).pptx)

Découpez les phrases ci-dessous. Écoutez attentivement les phrases sur le PowerPoint puis trouvez la phrase écrite et associez-la à la bonne personne.

Cut out the sentences below. Listen carefully to the soundfiles on the PowerPoint then find the written sentence and match it to the correct character.

Useful tip: Use a bilingual dictionary to look for the meaning of new vocabulary.

Je n'aime pas l'école

J'ai trois chiots.

Je garde les moutons.

Je suis méchant.

Je m'occupe de Sébastien.

Belle est ma meilleure amie.

Je suis dangereux.

Je suis courageuse et fidèle.

Listening worksheet: **See page 5**



Listening worksheet

Nom: _____ Date: _____
TRAVAIL D'ÉCOUTE – Belle et Sébastien 3








Activité 3: L'arbre généalogique – Family tree

Complétez l'arbre généalogique en vous aidant du vocabulaire ci-dessous. Si vous le souhaitez, vous pouvez ajouter le nom et l'âge de chaque membre de votre famille.

Complete the family tree using the vocabulary below. You can also add the name and age of each family member, if you wish to do so.

Note to teachers: Some pupils may need to add arrows and boxes for additional members of their family.

Le vocabulaire – Vocabulary

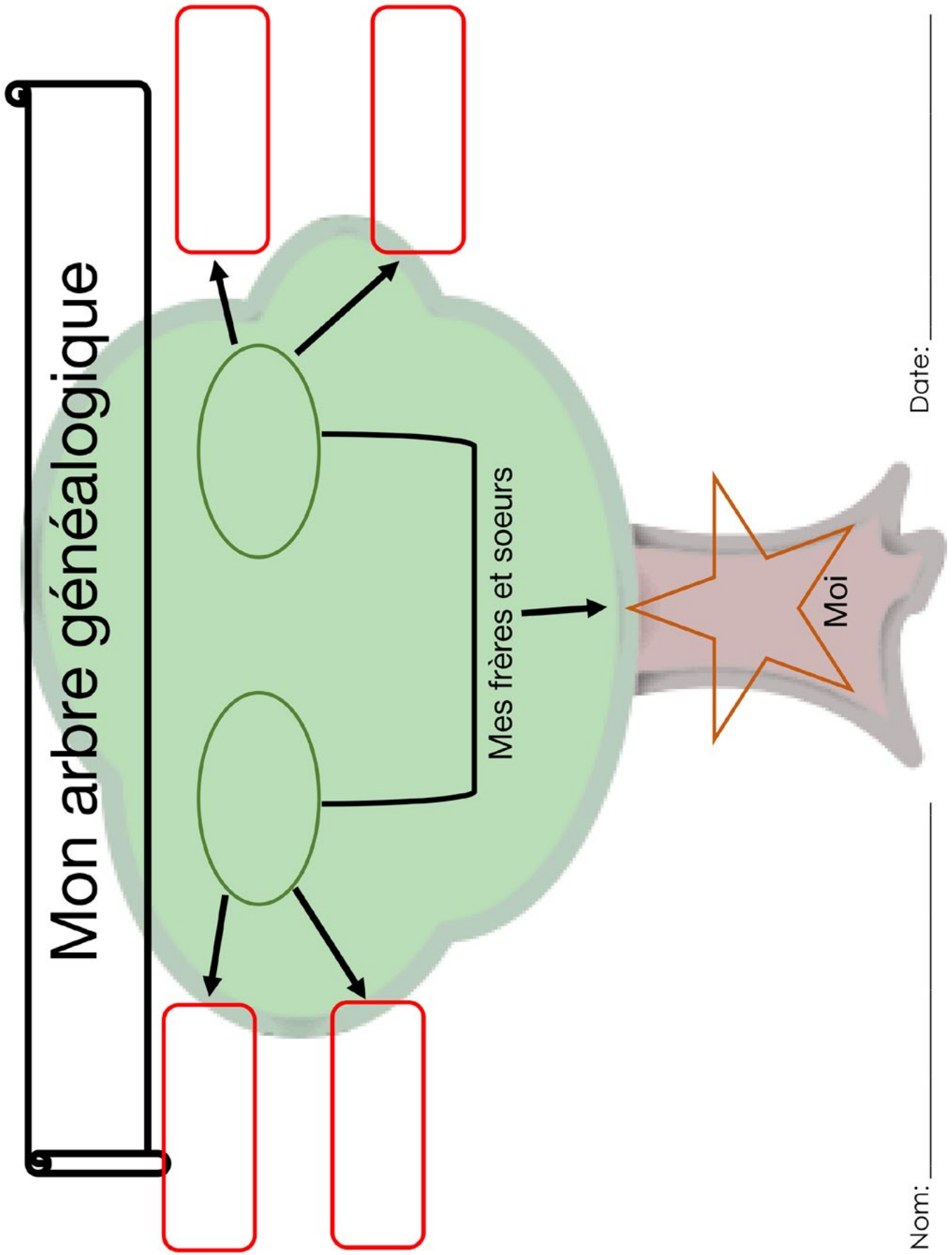
Family Tree PowerPoint:

http://www.dca.org.uk/assets/general/Family_tree_vocabulary.pptx

Ma mère	My mother
Mon père	My father
Ma belle-mère	My step-mother
Mon beau-père	My step-father
Ma soeur	My sister
Mon frère	My brother
Mes sœurs/mes frères	My sisters/my brothers
Ma demi-soeur	My step sister
Mon demi-frère	My step brother
Ma grand-mère	My grandmother
Mon grand-père	My grandfather
Moi	Me

Family Tree worksheet: **See page 7**

Family Tree Worksheet





Activité 4: Lecture – Reading

Le patou PowerPoint: http://www.dca.org.uk/assets/general/Le_patou.pptx

Lisez le texte ci-dessous et répondez aux questions.
Read the text below and answer the questions.

Le patou – Pyrenees Mountain dog

Le patou est un grand chien aux poils longs et épais. Ses oreilles sont petites et sa queue est longue.

Le patou est un chien de garde et de défense. C'est aussi un chien de sauvetage en montagne, un chien de berger et un chien de compagnie mais il ne peut pas vivre en ville car il aime les grands espaces.

Le patou est un chien patient, courageux et travailleur.

Ce chien est loyal mais il est réservé auprès des inconnus.

Le patou est fort, agile et indépendant.

Questions :

1. Un patou, c'est quoi ? – What is a 'patou' ?

2. Entoure toutes les bonnes réponses. Le patou est un chien très utilisé par : - Circle all the correct answers. 'Patous' are mostly used by :

- a) Les sauveteurs – Mountain rescue
- b) Les bergers – Shepherds
- c) Les pompiers – Firefighters
- d) Les randonneurs – Hikers



3. Penses-tu que Belle ait les mêmes traits de caractère qu'un patou ? Pourquoi ?
(The pupils could share their opinion in English) – Do you think Belle has the same character traits as a 'patou'?

4. Belle et ses chiots vivent-ils dans le bon environnement pour des patous ? – Do Belle and her pups live in the right environment for 'patous'?



Activité 5: Le problème de maths – Math problem

Problème de maths PowerPoint:

http://www.dca.org.uk/assets/general/Problème_de_maths.pptx

À l'école, l'instituteur de Sébastien donne un problème de maths. Pouvez-vous le résoudre ?
In school, Sébastien's teacher shares a math problem. Can you solve it?

Un paysan récolte 8 pommes et 7 poires, par jour.

Il vend tous les mois sa récolte au marché.

Sachant qu'une pomme coûte 3 francs et une poire 4 francs, combien le paysan gagne-t-il par mois ?

Le vocabulaire - vocabulary

Un paysan – A farmer

Récolter – to harvest

Vendre (il vend) – to sell

Les mois – months

Sachant que – Knowing that

Francs – currency used in France before the Euro (€).

Gagner – to win or to earn

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Activité 6: La carte postale – The postcard

La carte postale PowerPoint: http://www.dca.org.uk/assets/general/La_carte_postale.pptx

Sébastien vous a écrit une carte postale. Lisez et discutez avec un partenaire des informations données. Quelles informations pouvez-vous partager avec Sébastien ? Écrivez-lui une carte postale avec ces informations.

Sébastien wrote a postcard to you. Read and discuss the information given with a partner. What information could you share with Sébastien? Write him a postcard with all this information.

Useful tip: Use a bilingual dictionary to make your writing even more interesting and to check your spelling.

<p><i>Salut !</i> <i>Je m'appelle Sébastien. J'ai 12 ans. J'habite à Montréal au Canada. Je vis avec mon père, Pierre, ma belle-mère, Angelina et mon chien, Belle. C'est ma meilleure amie. J'aime la randonnée et la nature. Je n'aime pas faire mes devoirs. A bientôt, Sébastien</i></p>	<p>XXXXXXXXXX XXXXX XX XXX XXX XXXX Scotland</p>
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	<p>Sébastien 32 Rue des écoles H1A 2B3 Montréal Canada</p>
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Activité 7: Le diagramme de Venn – Venn diagram

Venn diagram vocabulary PowerPoint:

http://www.dca.org.uk/assets/general/Venn_diagram_vocabulary.pptx

Sébastien a grandi à Saint Martin. À la fin du film, il déménage à Montréal. Comparez les deux endroits en utilisant le diagramme de Venn et les phrases ci-dessous.

Sébastien grew up in Saint Martin and at the end of the movie, he moves to Montreal. Compare the 2 places using the Venn diagram and the sentences below.

Useful tip: Use a bilingual dictionary if you are finding some words tricky.



Saint Martin



Montréal

Venn diagram: **See page 13**

On parle anglais.
Il y a la montagne.
On parle français.
C'est une ville.
C'est en France.
C'est un village.
Il y a de grands bâtiments.
C'est au Canada.
Les maisons sont petites.

Culture – Le saviez-vous ? – Did you know?:

At the beginning of the film, César explains how Sébastien came into his life. He named the orphan Sébastien as he was born on that saint's day. So we know that Sébastien was born on 20th January.

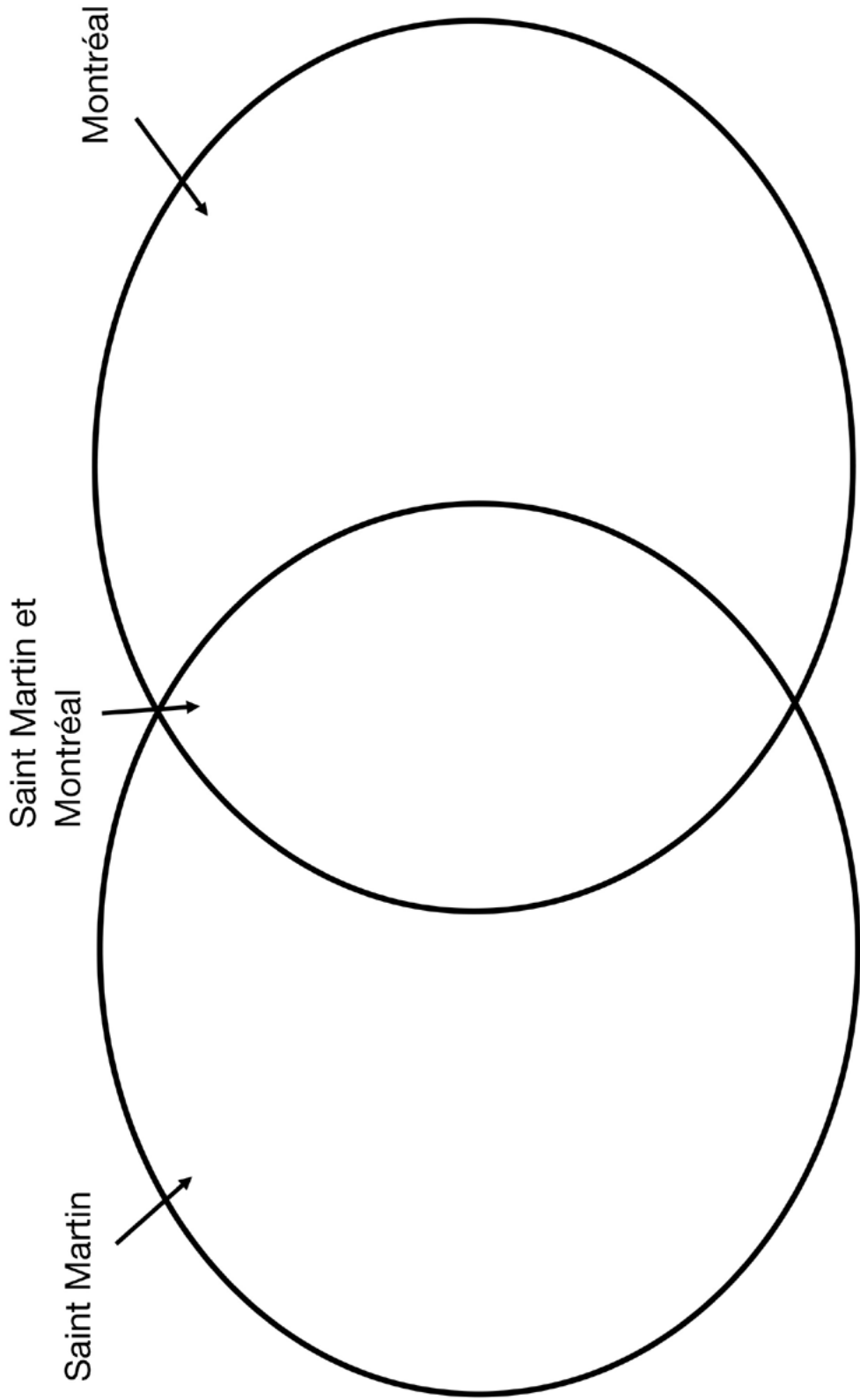
Each day of the year, the Roman catholic calendar celebrates one or several saints. The date never changes. On the same day, people named after that saint receive good wishes from friends and family who say 'bonne fête' and they are protected by that saint.



Venn diagram

A discuter

LE DIAGRAMME DE VENN – Belle et Sébastien 3





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