DISCOVERY FILM FESTIVAL

Scotland's International Film Festival for Young Audiences





Teachers' Resource Pack:

Belle & Sebastian: Next Generation (Belle & Sébastien: Nouvelle generation)

Second Level | Created by Sarah Sturrock

Discovery Film Festival: Sat 21 October - Sun 5 November 2023

DCADundee Contemporary Arts







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:

Belle & Sebastian: Next Generation (Belle & Sébastien: Nouvelle generation

Dir: Pierre Coré

France 2022 / 1h36m

French with English subtitles

Belle & Sebastian: Next Generation (Belle & Sébastien: Nouvelle generation)

Synopsis:

Ten-year-old Sebastian is perfectly at home with his urban lifestyle – skateboarding through the parks of Paris with his friends at every available opportunity. So when he is suddenly forced to spend the summer with his aunt and grandmother down in the Pyrenees, and swop his skateboarding for some sheep herding, he is less than thrilled. The scenery may indeed be stunning but the local kids ignore him, the sheep smell awful and the holidays seem endless. And that's when he meets Belle. Owned by his aunt's friend, she is a patou, a Pyrenean Mountain Dog, and extremely large and (at first) very unfriendly. But she and Sebastian are about to become firm friends and enjoy the summer of their lives...

Whether or not you are familiar with the books, the TV series and the recent run of films based on their adventures, the Belle and Sebastian stories are a safe and comforting 'one child and their pet' narrative, and one which has featured in several Discovery Film Festivals over the years. We're delighted to be able to present their latest outing, bringing with it some timely questions about the importance of preserving the countryside and the ever-growing threat of climate change. (And for those of you nervous about the fate of the dog, let's just say a sequel next year will be perfectly possible...).

Advisory note:

Age 8+ Some mild language, brief moments of animal cruelty (off-screen), smoking, wolves attacking sheep/Belle.

Teacher's notes:

This resource looks at film literacy, through listening and talking and the understanding of character. (LIT 2-04a) Persuasive writing through animal cruelty. (LIT 2-29a) It also looks at the impact of land development (SOC 2-08b).

As a teacher, I believe this film would be perfect for upper primary. There are some brief moments of animal cruelty (off-screen) which may be slightly upsetting but it is important for children to discuss real world issues, you know your class the best so if there are any children who you think may find this particularly disturbing, maybe just discuss this with them prior to the visit or ensure they are seated with an adult.

It discusses plenty of real-world issues which gives students exposure to other cultures and problems. A lot of learners could probably relate to Sebastian at the beginning of the film so it gives them the chance to put themselves in the shoes of the main protagonist. In my classroom, I love using film as a stimulus for learning experiences and this film would be no different, as it links to many Es and Os within the curriculum.

Before watching the film

Look at the poster (Appendix 1) and discuss in partners what you can see in the poster.

In groups/ whole class, make a list of predictions based on the poster for what you think is going to happen in the film. Come back and revisit your list after seeing the film.



After watching the film

Discussion Points

- One of the important themes of the film is about family relationships. When Sébastien first went to stay with his grandmother what was their relationship like? How did this change over the course of the film? What do you think the cause of this change was?
- In what ways did Sébastien have to adapt to a new lifestyle when he went to stay with his grandmother and aunt? Do you think you would find a change like that easy or difficult? Why?
- In what ways does Sébastien stand up for what is right? Why is this important?

Activity 1: Film Literacy – Character

Class discussion around the importance of characters in film. Thinking about this film, who are the main characters? What makes them important in this film? Discuss the relationship between Belle and Sébastien and how it changes through the film. Choose one character and create a character profile for them. You can draw them and write in bullet points around them, complete a mind map or write a paragraph using full sentences. Make sure you include most of the information on the attached list which can be printed or put on an IWB for a visual aid. (Appendix 2)

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: Environmental Protection

One of the themes of the film is Environmental Protection. Discuss in small groups which actions of characters lead to this being a key theme of the film. In groups discuss the advantages and disadvantages of Corinne selling her land to her neighbour. Then create two lists – one for advantages and one for disadvantages of the that land being used to create a land development of a ski resort. Think about things like the environmental impact, tourism, landowners etc. Once you have completed this, discuss your arguments as a whole class.

I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community. **SOC 2-08b**



Activity 3: Animal Welfare

In the film, there are a lot of animals with different backgrounds. As a class, think about the different animals we come across in the film – Belle, the family dog, the sheep and the wolves. Compare the way Gas treats Belle to the way Corinne treats the family dog. Look up the Animal Welfare Act (2006) this could either be done as a whole class or in small groups. You can use the link for the PDSA website (below) or any other online resource for this.

Then, write a persuasive letter to Gas to either take better care of Belle or persuade him to give up ownership of Belle, either by giving her to Seb's family, letting her go free or any other sensible option.

https://www.pdsa.org.uk/pet-help-and-advice/looking-after-your-pet/all-pets/5-welfare-needs

I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. **LIT 2-29a**

Additional information

Information on pet welfare

https://www.pdsa.org.uk/pet-help-and-advice/looking-after-your-pet/all-pets/5-welfare-needs

This film is based on books by Cécile Aubry. There have been previous Belle and Sebastian films shown at Discovery Film Festival. You can see the trailers for these films on Youtube.

https://www.youtube.com/watch?v=lsHJK0bgyRw

https://www.youtube.com/watch?v=rnOU3viEp90

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

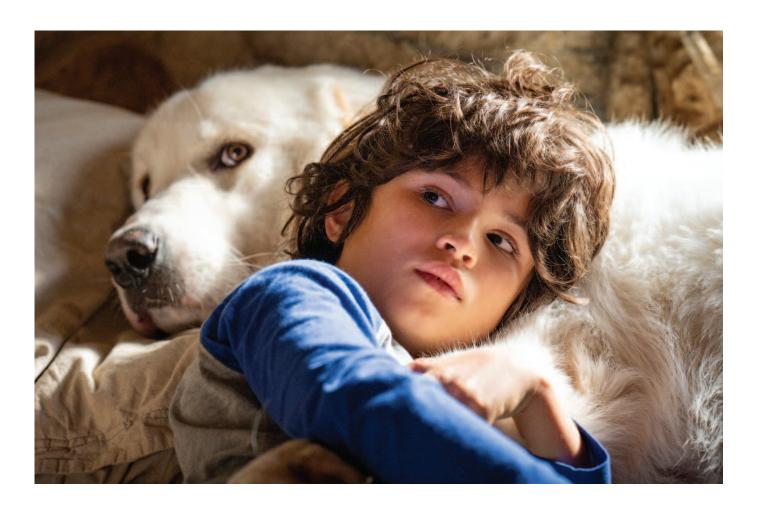


Appendix 1: Before the Film - Poster



Appendix 2: Character Profile – Information to Include

- Are they the main character? What is their role in the film?
- What do they look like? Use describing words.
- How do they speak and do they say anything important?
- How do they behave in the film?
- How do they behave towards the other characters?
- Why does this character interest you?
- How would the film be different if this character wasn't in it?
- Does the character change during the film?
- What do you like and dislike about the character?





Evaluating this resource

We hope that you found this resource useful and appropriate.

Please do send us any 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