

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack:
The Worst Ones (Les pires)

Senior Phase | Created by Meg Brough

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

DCA

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ONE CITY, MANY DISCOVERIES



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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 Worst Ones (Les pires)

Dirs: Lise Akoka, Romane Gueret

France 2021 / 1h39m

French with English subtitles

Synopsis:

A group of teenagers from the 'Picasso Project' in France are cast in a movie, based on their own experiences of living in troubled circumstances. The film explores what it looks like to make a film, whilst exploring the ethics of recruiting children for their own experiences, rather than trained actors.

Themes: poverty, ethics, exploitation, media production, hope, aspirations, relationships.

Ages 15+

Advisory note:

There are frequent uses of strong language, often the 'f' word. There are many references of a sexual nature. References to alcohol and drug use by teenagers. Some darker themes including sexual abuse and violence. This pack aims to delve deeper into the theme of childhood trauma and exploitation in the film industry. Recommended for ages 15+ as this focuses on the central characters and how they process their own complex experiences and emotions through their characters.

Teacher's notes:

This resource pack will be mainly of use to English and Media teachers although the issues raised could be usefully explored in Personal and Social Education. Ages 15 and above would gain most benefit from the film and associated tasks as it focuses on the central characters of a similar age. Therefore, the work in this pack has been geared for Third and Fourth Level. The most obvious E&Os are listed after each task. However, there may be more from other curricular areas that could apply, depending on the approach to the task.





Before coming to the cinema

Activité 1 Media Categories

Before you come to the cinema, watch the trailer for *Les pires* OR have a look at the film poster. Answer the questions on either worksheet to make predictions and analyse movie categories.

Worksheet 1 – Trailer Analysis

Watch the trailer and fill in the following questions on media categories.

The Worst Ones / Les Pires (2022) – Trailer (English Subs) – YouTube

- 1 What do you think the purpose of this film is? What might the reasons be for the creation of this film?
- 2 What is the form of this film? Is there anything that stands out about the form of this film?
- 3 Which genre do you think this film falls into? How can you tell? Which conventions are evident?
- 4 Do you notice anything stylistic about this film? Does it remind you of any other films?
- 5 What is the tone or mood of this film? How can you tell?
- 6 Which audience do you think might watch it? Think about things such as age, gender and interest. Give reasons from the trailer to back up your answer.
- 7 What do you think the main societal issues highlighted in this film will be? How can you tell? Do you think this piece of media will challenge how you see the world?

When you have watched the film, go back and look at your answers to see if your analysis was correct. Evaluate whether this was a successful film trailer.

*To show my understanding, I can give detailed, evaluative comments, with evidence, on the content and form of short and extended texts, and respond to different kinds of questions and other types of close reading tasks. **ENG 4-17a***



Unseen Film Poster Analysis Worksheet

Key Aspect	Things to Consider	Notes
Audience	<ul style="list-style-type: none"> Who would most likely watch this film? How does this poster appeal to them? 	
Setting	<ul style="list-style-type: none"> Is there a particular setting in time and place for this film? Is this important? How does the film poster tell us that? 	
Colour	<ul style="list-style-type: none"> What colours are included in this poster? What do you think they represent? 	
Camera	<ul style="list-style-type: none"> What is the main camera shot/position? eg close up, medium, long shot) What does this suggest? Can you say anything about the camera angle (low, straight, high) 	
Characters	<ul style="list-style-type: none"> What can we tell about the character(s) from the poster? Are there any characters who appear to be more important? Do you think what they are doing/saying important? 	
Layout	<ul style="list-style-type: none"> How is the poster laid out? Are there any objects that stand out more than others. Why do you think that is? Are there any contrasts in the photo? Has anything been repeated? Why do you think this is? 	
Text	<ul style="list-style-type: none"> What text is on the screen? Where is the text placed on the page? What about the font? Describe this and think about the reasons for the shape. 	
Company & Production Information	<ul style="list-style-type: none"> What company and production information are on the poster? Why do you think they have chosen to include this information? 	

*I can: discuss and evaluate the structure, characterisation and/or setting using some supporting evidence; identify the main theme of the text and recognise the relevance this has to my own and others' experiences; identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence. **ENG 3-19a***

After Viewing the Film

Themes: Aspirations and Hope

Although Gabriel and his team have chosen children who are in difficult circumstances, the directors still manage to show that there is hope in this film. Explain how the directors create a feeling of hope for:

- a) Lily b) Ryan

Now think about the rapper they go to see, Remy. How have the directors used Remy to symbolise aspirations and hope? On the other hand, what does the title of the film they are making say about hope? It is called “Pissing into the Northern Wind.”

To show my understanding, I can give detailed, evaluative comments, with evidence, on the content and form of short and extended texts, and respond to different kinds of questions and other types of close reading tasks. ENG 4-17a

Representation

A lot of the representation of this film depends upon stereotypes, reputations and how others view situations. Some representations in media content rely on stereotypes whilst others challenge them.

Setting

How have the directors created a representation of a lower-class setting? Describe how they have used media techniques to create this setting. Could this be classed as a stereotypical lower-class setting?

Lily

Throughout the film we see Lily being described in derogatory terms. During the preparation for the sex scene with Jessy, she reveals that she has ‘never done it.’ She explains that her reputation is because “I was in a bad way last year, and I did stupid things.”

- How does Lily challenge her stereotype?
- How do you feel about the position Lily and Jessy are put in in this sex scene? Do you think this was exploitative? Do you think Gabriel handled this correctly?

Writing Task

Personal: Write an account of a time you experienced a difficult time, grief or trauma. How did you deal with this? Do you think you always made the correct decisions, or were there things you perhaps did out of character? Describe your thoughts and feelings, and what you learned from the experience.

Or

Creative: Write a monologue for a character in a play or a film. This character is dealing with a difficult time, trauma or grief. How are they coping with this? Describe their inner thoughts and feelings. What do they think about the choices they are making?

Reading. I can:

- *Discuss and evaluate the effectiveness of structure, characterisation and/or setting using some supporting evidence*
- *Identify how the writer’s main theme or central concerns are revealed and can recognise how they relate to my own and others’ experiences*
- *Identify and make a personal evaluation of the effect of aspects of the writer’s style and other features appropriate to genre using some relevant evidence and terminology* **ENG 4-19a**

Writing: *I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 3-20a / LIT 4-20a*

Ethics of realistic film making/naturalistic style

Gabriel

Another character who faces judgement from other characters is Gabriel. This is often to do with how he handles things with the child actors. He admits that this is first film. He is also seen as an outsider as he is Belgian. Consider the following:

- Make a list of all the things you think Gabriel got right.
- Make a list of all the things you think Gabriel could have done better.
- Overall, do you think that Gabriel is a good guy?

Realistic Film Making

This film was created by Lise Akoka and Romane Gueret who gathered ideas from the script by interviewing children in schools and children's homes. However, they used their understanding of this process to explore the ethics of this style of realistic film making and a naturalistic style, and that of using children who are not trained actors.

At 1 hour 22 of the film, the local community have a conversation with Judith about their perception of the film.

"The councillors are working hard to change the hood's image, and what you are doing here is stigmatising it"

"The girls in the gymnastics team are the best in the region. It would be better to show them than hoodlums."

"They were picked from hundreds of children. So, we're showing the treasures of the neighbourhood, in a way."

"When we went to hold the auditions in the schools, the guy in the board of education wouldn't let us. He said 'No you can't.' He wrote in black and white 'Such children exist but you don't have to show them'".

"What we're doing, day after day, is trying to lift the neighbourhood up, favouring a better social mix, which means not discouraging more well-off people from moving here."

"You only picked hoodlums. Bad seeds."



Ending – Character Development

At the beginning of the film, Ryan claims “I never cry because I never hurt.”

His final lines in the film are “see? I did the emotion. I did it.”

Think about the end scene. Why do you think that scene is so emotional?

What has happened to Lily and Ryan throughout the film? Why is this scene significant to their own lives?

I can:

- *Discuss and evaluate the effectiveness of structure, characterisation and/or setting using some supporting evidence*
- *Identify how the writer’s main theme or central concerns are revealed and can recognise how they relate to my own and others’ experiences*
- *Identify and make a personal evaluation of the effect of aspects of the writer’s style and other features appropriate to genre using some relevant evidence and terminology. **ENG 4-19a***

Suggested Further Study

One significant British director who has had much success with realistic film making is Ken Loach. Loach is known for his naturalistic directing style which makes significant points about British society. For example, *Sweet Sixteen* is also a coming-of-age film, which deals with a Scottish teenager, Liam, who is from a troubled background. Martin Compston was cast as the lead character in this, and was recommended for this by his high school teacher.

You may wish to research Ken Loach and the films he has made. This may help you with your discursive task. Have a think about *Les pires*, and how the themes and issues can be applied to his work. Here are some articles and videos that might help you.

- Summary of Ken Loach
[Aesthetica Magazine – Ken Loach](#)
- Ken Directing style
[Ken Loach on Sweet Sixteen – YouTube](#)
- How Ken Loach has impacted the lives novice actors
[Something beginning with Ken... | Film | The Guardian](#)
- How Ken Loach works with his casting director
[Casting I, Daniel Blake | Current | The Criterion Collection](#)

