

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: Le voyage de Fanny (Fanny's Journey)

Levels 2, 3 and 4

Created by Germain Julien

Discovery Film Festival: Sat 21 October - Sun 5 November 2017

discoveryfilmfestival.org.uk

DCA

Dundee Contemporary Arts


EUROPA CINEMAS
MEDIA-PROGRAMME OF THE EUROPEAN UNION

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ONE CITY, MANY DISCOVERIES


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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



Le voyage de Fanny (Fanny's journey)

Dir: Lola Doillon

France/Belgium 2016 / 1h34m

French with English subtitles

Synopsis

Du haut de ses 12 ans, Fanny a la tête dure! Mais c'est surtout une jeune fille courageuse qui, cachée dans un foyer loin de ses parents, s'occupe de ses deux petites sœurs. Devant fuir précipitamment, Fanny prend alors la tête d'un groupe de huit enfants, et s'engage dans un dangereux périple à travers la France occupée pour rejoindre la frontière suisse. Entre les peurs, les fous rires partagés et les rencontres inattendues, le petit groupe fait l'apprentissage de l'indépendance et découvre la solidarité et l'amitié...

Fanny, all of twelve years old, is a tough little nut. But, most of all, she is a courageous little girl who, hidden in a home far from her parents, must take care of her two younger sisters. Forced to flee in a rush, Fanny becomes the head of a group of eight children and sets out on a dangerous mission across occupied France, aiming to reach the Swiss border. Between fear, outbursts of laughter, and unexpected encounters, the small group learns about independence and discovers solidarity and friendship.



Advisory note

The topic of the film by nature, the situation of Jewish children during the Second World War, could appear distressing for a young audience due to the known outcome for most of them. Nevertheless, in *Fanny's Journey*, the loss of people in the film is only suggested, not shown, there are hardly any upsetting scenes graphically and virtually no strong language. It would be recommendable to show the film to pupils having some background knowledge on the topic of World War II and the persecution of Jewish people during this event.

Teacher's notes

As well as providing a couple of activities to help learners understanding the historical background for the film this pack mostly focuses on Modern Languages. The audience of this pack are French learners, potentially ranging from S1 to S6. As a consequence of such an age/ability range some of the activities are basic while others are much more challenging (the Pour aller plus loin tasks are usually aimed at Higher/Advanced Higher level). Each Teacher is free to decide which activities are relevant for their classes and adapt some of them in order to differentiate according to pupils' ability.

METROPOLITAN FILMEXPORT, ORIGAMI FILMS et BEE FILMS
Présentent

Avec la participation de
**Cécile
DE FRANCE**

**Léonie
SOUCHAUD**

Avec la participation de
**Stéphane
DE GROODT**

Un film de Lola DOILLON

le voyage de Fanny

Une incroyable histoire
de bravoure et de solidarité.



D'après l'histoire vraie de Fanny BEN-AMI parue aux Éditions du Seuil

Avec **Fantine HARDUT** **Juliane LEPOUREAU** **Ryan BRODIE** **Anaïs MEIRINGER** **Lou LAMBRECHT** **Igor VAN DESSEL** **Malonn LÉVANA** **Lucien KHOURY**
METROPOLITAN FILMEXPORT, ORIGAMI FILMS et BEE FILMS présentent LÉONIE SOUCHAUD avec la participation de CÉCILE DE FRANCE et la participation de STÉPHANE DE GROODT. Un film de LOLA DOILLON. "LE VOYAGE DE FANNY" avec FANTINE HARDUT, JULIANE LEPOUREAU, RYAN BRODIE, ANAÏS MEIRINGER, LOU LAMBRECHT, IGOR VAN DESSEL, MALONN LÉVANA, LUCIEN KHOURY. Musique de la bande originale : PIERRE COTTIEREAU. Costumes : VALÉRIE DESSEINE. Montage : JONAS PARENTA. Directeur de la photographie : PIERRE-FRANÇOIS WISSEY. Production exécutive : CHERELLE PAINCHER. Production : ANNE-SOPHIE BALLE. Coproduction : ISABELLE GARDUIN. Post-production : FLORENCE LEBLANC et ÉLOÏSE FINE. Montage sonore : JACQUES BÉGIN. Musique : JUSTIN VESQUEL et DOMINIQUE MASS. Costumière : CÉCILE BÉLIER. Sébastien MORAVALLES. Post-production : GABRIELLE PIPRELE BÉLIER. Montage : PIERRE MALIN. Titres : ANAÏS BLANCHARD et MARIE DE LUSIGNY. Scénario : ANNE PÉRECHÉ et LOLA DOILLON. Réalisation : LOLA DOILLON.
Un film de METROPOLITAN FILMS et BEE FILMS. In coproduction avec ORIGAMI FILMS, SCOPE PRODUCTIONS FRANCE et CINÉMA REGIONAL ALPES CINEMA. LE OUI ME MEUT. Avec la participation de FRANCE TÉLÉVISION et OCS. Avec la participation de WELLMÉ. Avec la participation de FERMAGIS et de LA FONDATION POUR LA MÉMOIRE DE LA SHOAH. Avec la participation de CINEMAZ 27 et de PLUS INANCE. Avec la participation de CLOTILDE BANCIER, HEROD, BERNARD HEROD - ELECTROVEST, avec la participation de WINE SALES COMPANY. Coproduction avec METROPOLITAN FILMEXPORT.



AU CINÉMA LE 18 MAI

.....

Avant le film (Before watching the film)



Activity 1a

Look at the poster, write a few sentences in French to describe the characters (physical appearance, age, clothing) and the background. Make sure you include a variety of adjectives and check for accurate word order and agreement.

Useful vocab:

il/elle est = he/she is ; ils sont = they are ; il/elle a = he/she has ; ils ont = they have

il/elle a l'air = he/she seems ; ils/elles ont l'air = they seem ; il/elle porte = he/she wears

ils/elles portent= they wear ; à l'arrière-plan = in the background ; il y a = there is/are

*I can create, amend and present more extended information about myself and others, my experiences, or a topic of my choice for different purposes. **MLAN 3-13a***

Activity 1b

You can read on the poster: 'D'après l'histoire vraie de Fanny BEN-AMI parue aux éditions du Seuil'. What does that tell you about the film? Do a bit of research about Fanny BEN-AMI.

Activity 2 – La bande-annonce (the trailer)



Watch the trailer: <https://youtu.be/ZBa2SXXSXvo>

A) *Le voyage de Fanny*, c'est quel type de film? (Tick the correct boxes describing the genre)

- | | | |
|--|---|---|
| <input type="checkbox"/> une comédie | <input type="checkbox"/> un film d'aventure | <input type="checkbox"/> un film de science-fiction |
| <input type="checkbox"/> un film de guerre | <input type="checkbox"/> un film d'amour | <input type="checkbox"/> un film d'horreur |
| <input type="checkbox"/> un dessin-animé | <input type="checkbox"/> un film d'action | <input type="checkbox"/> un film fantastique |

B) Quels sont les thèmes du film? (Tick the appropriate boxes in regard to the film's themes)

- | | | | | | |
|-------------------------------------|-----------------------------------|-----------------------------------|------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> la famille | <input type="checkbox"/> l'école | <input type="checkbox"/> le sport | <input type="checkbox"/> la guerre | <input type="checkbox"/> l'amour | <input type="checkbox"/> la vieillesse |
| <input type="checkbox"/> l'enfance | <input type="checkbox"/> la santé | <input type="checkbox"/> l'amitié | <input type="checkbox"/> la drogue | <input type="checkbox"/> la musique | <input type="checkbox"/> les vacances |

C) Here is an extract from a conversation that you can hear in the trailer between Madame Forman and one of the children:

- *Comment tu t'appelles?*
- *Mandelbaum.*
- *Non tu t'appelles Marcel Beaumont!*

Why do you think they are having this conversation? Why does Madame Forman instruct the child to change his name?

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.

LIT 2-07a



Après le film (After the film)

Activity 1 - La lettre (The letter)

Read over the transcript of the letter that Fanny's mum wrote to her. What do you learn about the situation of Fanny's parents? How long have they been separated for?

Paris le 13 juin 1943

Ma petite Fanny,

Je profite de cette journée de congé pour vous donner des nouvelles. Je dois m'excuser si je ne vous écris pas plus souvent.

Votre père est toujours prisonnier au camp du Vernet. Il tient bon. Je n'ai pas pu rester dans notre appartement donc écris-moi chez tante Rose, elle saura où je suis.

Et toi et tes sœurs, comment allez-vous ? Est-ce que vous mangez assez ? Vous avez dû tellement grandir depuis deux ans ! Vous me manquez terriblement.

Je vous serre dans mes bras avec tout mon amour.

Votre maman qui vous aime fort.

Pour aller plus loin: Research more information about the Camp du Vernet.

*I work on my own and with others to understand text using appropriate resources. I can read and demonstrate understanding of more complex texts which contain familiar and unfamiliar language. **MLAN 3-08a***

Activity 2 – Le voyage et son contexte historique (The journey and its historical context)

The map below sums up the situation of France at the time of the film. What do you notice straight away? Do a bit of research about the situation in France and its split during WWII.

Try to retrace Fanny's journey by finding on the map the area of Creuse (departure point), the towns of Megève (Madame Forman's house), Sallanches, Annecy, Annemasse (train stops) and Switzerland (final destination).



Pour aller plus loin: Carry out further research to find out more about anti-Semitism in France and the rescue of Jewish children in the Creuse area during the Second World War. Here are two very useful sources:

- Blog Bonjour les enfants: <http://sauvetage.pagesperso-orange.fr/sommaire.htm>

- The film's dossier pédagogique with a specific section dedicated to this topic:
<http://daac.ac-lille.fr/les-ressources/cinema/dossier-pedagogique-le-voyage-de-fanny>

I can use primary and secondary sources selectively to research events in the past. SOC 2-01a

Through researching, I can identify possible causes of a past conflict and report on the impact it has had on the lives of people at that time. SOC 3-06b

Activity 3 – Les personnages (The characters)

Les enfants:



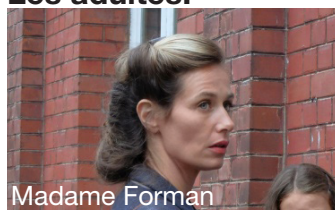
A) Qui est ton personnage préféré et pourquoi? (Who is your favourite character and why?)

B) Ecris quelques phrases pour décrire la relation entre les personnages. (Write a few sentences to describe the relation between the characters).

Useful vocab:

à mon avis = in my opinion	je pense que = I think that	parce que / car = because
mon personnage préféré = my favourite character	j'aime beaucoup... = I like ... a lot	
avec = with	s'entend bien = gets on	se dispute = argues
est gentil(le) = is nice	est gentil(le) = is nice	
rigole bien = has fun	peut parler de tout = can talk about everything	
au début = at the start	à la fin = at the end	

Les adultes:



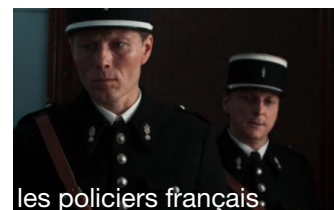
Madame Forman



Jean



les soldats Nazis



les policiers français.

Quel est le rôle des adultes dans le film? Quelle est leur relation avec les enfants? (Discuss the role of adults in the film and their connections to the children).

I can write about experiences, feelings and opinions and can offer reasons for having those opinions. **MLAN 4-13b**



Activity 4 – La raison et l’innocence (Reason and innocence)

As the adults are mostly absent during the children’s journey Fanny has to take the lead, being the voice of reason and decision maker of the group. On the other hand Georgette, her little sister, still shows quite a lot of innocence, even lack of concern, through her comments. In the sentences below can you identify who is talking: Fanny (the voice of reason) or Georgette (the voice of innocence)?

- a) *C’est les vacances, je suis contente.*
- b) *On ne peut pas aller à Lyon, c’est le QG de la Gestapo, c’est bourré d’allemands.*
- c) *Tu crois que c’est parce qu’on a jeté la poupée qu’elle a parlé la dame?*
- e) *C’est vrai qu’on est Juif ? Mais si c’est pas bien on n’a qu’à plus être Juifs!*
- f) *On part, il faut retrouver Madame Forman!*
- g) *On pourra rejouer au jeu des billets?*
- h) *On se débrouillera, on chassera, on fera du feu [...] ici on est en hauteur, on peut voir le danger arriver.*

Look at the grammatical structures in Fanny’s lines. What do you notice?

I work on my own and with others to understand text using appropriate resources. I can read and demonstrate understanding of more complex texts which contain familiar and unfamiliar language. MLAN 3-08a

Activity 5 – En fuite (On the run)

Au loup!

Throughout the film there are several references to ‘le loup’. For example at the start, during the flashback in which you can see the girls with their parents, the dad asks them: ‘vous avez peur du loup?’. Just after, during the puppet show, the appearance of the wolf on stage (when the children are all shouting: ‘Attention, le loup!’) coincides with the arrival of the French policeman bringing bad news. Later on Georgette mentions the story of ‘le loup et l’agneau’ in the train. Finally, when Elie runs away, Madame Forman declares: ‘il s’est jeté dans la gueule du loup’.

Find out the meaning of the word loup and of the different phrases and expressions above. Who do you think, in the context of the film, ‘le loup’ symbolises? You can also look up the meaning of ‘jouer au loup’. How does this relate to the story of Fanny and the children?



Activity 6 – L’histoire (The story)

Vrai ou faux ? Lis les phrases ci-dessous à propos de l’histoire et décide. Justifie ta réponse.
(Read the statements about the story below, decide whether they are true or false. Justify your answer.)

- a) Les gens qui aident les enfants juifs peuvent être arrêtés s’ils sont découverts.
- b) Elie écoute la radio en secret dans la cuisine.
- c) Les enfant partent en colonie de vacances à la montagne pendant l’été.
- d) Tous les allemands sont horribles et persécutent les enfants.
- e) Il y a des gens qui dénoncent les enfants pendant le film.
- f) Pendant leur détention, les autorités françaises s’occupent bien des enfants.
- g) Les enfants ne s’amusez jamais pendant leur escapade.
- h) Pendant leur fuite les enfants ont froid, faim et soif.
- i) Jean, le fermier, n’accepte pas que les enfants restent plus qu’une nuit.
- j) C’est très facile de traverser la frontière suisse.

*I work on my own and with others to understand text using appropriate resources. I can read and demonstrate understanding of more complex texts which contain familiar and unfamiliar language. **MLAN 3-08a***

Activity 7 – Les animaux bizarres (Strange animals)



When discovering the abandoned shack in the mountains, the children act like adults, pretending to be a couple visiting the property before buying. Marie then suggests that they get a dog, follows a long list of alternative suggestions of rather strange pets. Use your imagination to continue the list.

- un chien savant
- un cheval qui pète
- un singe qui pue
- une souris qui vomit
- un koala plein de caca
- un lézard qui a le cafard
- ...

*I use the support of others and access appropriate reference materials of my choice to help me plan my writing in ways that engage my reader, using ICT when appropriate. **MLAN 3-12a***

Pour aller plus loin



There are a lot of books and films documenting the situation of Jewish children during the Second World War. Here are a few references (non-exhaustive list) that you might want to have a look at and compare with *Fanny's Journey*:

- ***Un sac de billes*** (1973) written by Joseph Joffo

- there have been two adaptations of the book *Un sac de billes* for the big screen, one was made in 1975 by Jacques Doillon (the dad of Lola Doillon, *Fanny's Journey's* director...small world!) and a very recent one that just came out (2017) directed by Christian Duguay.

- ***Au Revoir les Enfants*** (1987) directed by Louis Malle

- ***La rafle*** (2010) directed by Rose Bosch

- ***Les enfants de la chance*** (2016) directed by Malik Chibane



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