



« The child can only experience a balanced development if his rational intelligence and his sensitive intelligence are developed in harmony and in complementarity. »

Plan pour les arts et la culture à l'école, Centre National de Documentation Pédagogique, 2001

Questioning a film / Educational activities

Discovering a film with children is a unique experience; funnily, it allows them to work in class on all the targeted skills of the school programs and to develop multiple aptitudes. The ability to understand and to be understood, to create mental images, to observe, to classify, to invent, to communicate with others or to express themselves through movement, to be sensitive to rhythm and to the sounds of the world. The films also invite children to recognize their own emotions and to understand those of others.

Certain questions are common to each film; sometimes they become obvious to adults, but they are not natural and each viewing with the children will be an opportunity to ask questions that will become reflexes for exercising a critical mind and creating tastes.

Many activities are also common to each film. The "toolbox" offers a list of activities that can be used for all elementary school lessons.

Languages (and/or foreign languages)	To understand and be understood
	Identifying the author and production team Script, direction, animation, music...
	Brainstorming What the pupils retained, what they did or did not understand, what they felt...
	Telling the story orally or in writing In a few sentences and then in the shortest sentence possible.
	Identifying, name (Vocabulary) and describe the elements of the film Objects, places, shapes, colours, sounds... Describe the characters (portrait) and their role in the film.
	Being able to remember the film A few days after viewing. (music extension: recall the scenes using musical extracts).
	Identifying relationships, positions between objects Adverbs of place, there, under, in... Oral and/or written (extensions in the plastic arts).
	Identifying, name and describe the actions of characters Make a list of verbs that describe the actions.
	Differentiating between fiction and reality Is it a fiction, a story, a context inspired by reality? Is it a dream? Is it plausible?
	Identifying the key elements of the film The characters and objects necessary to understand the film.
	Identifying the scenes, the key moments of the film How many scenes? Why is this a key moment?
	Identifying indicators, temporal and spatial markers How long? How long? Where? The position of the characters in space.
	Changing of point of view Telling the story from the point of view of several characters.
	Compare the film and the real world An object in reality (the 5 senses) and in a film (extension of the living world).
	Describing a character in the film Physically and psychologically.
	Describing the atmosphere of the film What is a mood, an atmosphere?
	Classifying the films (visual universe, stories...) Following the screening of several films.
	Identifying the time and place of the story Historical, timeless, imaginary?
	Identifying the messages of the film Debates and philosophical workshops.
	Understanding the intention of the author of the film The author's dominant intention and main arguments.
	Comparing several films Genres, visual and sound worlds, narrative forms, figures of speech, characters, film rhythm...
	Debates on what children watch outside school Favorite films? Series, feature films, documentaries, TV programmes, internet, social media...
	Create individually or collectively
	Imagining a new title Compare the proposed titles and explain the choice (visual arts extension: film poster).
	Imagining the dialogues of the film Then read while watching the film.
	Creating a book with the images from the film (children as narrators) Explain the choice of narrator: first or third person, present or past tense...
	Creating a storyboard of the film using images from the film Add a caption. Specify the camera movements (from 9 years old) (art extension).
	Creating a new character A character that would find its place in history. Human, animal, object or abstraction... (personification).
	Imagining a beginning and an end A beginning before the film, a new ending or the continuation of the film. Two different endings...
	Changing a moment or an element of the film and imagine the new story A key element of the film or a secondary element. What if something inanimate in the film came to life?
	Recreating the film's timeline From disordered sentences (art extension with images from the film).
	Expressing opinions and emotions
	Expressing a personal opinion on the film Points of view, affinities. Defend your opinion. Why do I like a little, a lot, passionately...?
Comparing with personal experiences Does the film remind you of a personal experience?	
Recognizing your emotions and understand those of others Identifying and expressing emotions. Dialogue in class.	

Arts and visual arts	Having landmarks in the history of art
	Analyzing the visual worlds of the film History of art, artistic trends... Discovery of various artistic expressions and comparison.
	Comparing with other forms of representation An apple in art history for example (artistic expression as a world view).
	Identifying the references Compare with cinematographic, literary and pictorial works.
	Experimenting and creating
	Making a plan of the set, represent the space The main elements, the characters' backgrounds...
	Representing a character or an object In drawing and in volume (modelling clay) then compare.
	Experimenting with framing With a camera. Close-up, off camera... See the sheet: the lexicon of cinema.
	Making a film or animation in class Stop motion camera, camera or tablet. Making a thaumatrope or flipbook.
	Creating a story (before viewing the film) Imagine a story based on 2 or 3 images from the film and draw the missing images.
	Creating a film poster Choice of elements, layout (French or foreign language extension, imagine the title).
	To appropriate film techniques
Identifying staging techniques Flashback and other narrative tools.	
Using film vocabulary The cinema lexicon.	
Creating a storyboard for the film Draw vignettes from the images in the film (language extension or foreign languages).	
Comparing with other forms of expression Novels, poems, comics, paintings, sculptures, theatre, documentaries, advertising, Internet, blogs, social media...	
Identifying animation techniques Hand-drawn, stop motion, computer generated, 2D, 3D...	
Discovering new professions Screenwriter, director, animator, producer, sound engineer...	

Music	The role of sound and music
	Describing and comparing sounds Identify similarities and differences.
	Understanding the role of music Relationship with the production and the images. Soundtrack without the film. Extract with different music.
	Singing the music of the film Alone or in a choir, with or without instruments.
	Imitating a sound effect from the film Simple means like hands, mouth, crumpled paper...
	Composing music and/or sound effects for the film Simple means, voice, hands or musical instruments... Understand the influences on the film.

Sport	Building a body language
	Reproducing a scene from a film Dialogues and stage design. Theatrical play, mime. Imitating postures and facial expressions.
	Reproducing movements with your body The movement of characters, trees, clouds, abstract forms...
	Having the other students to take a guess / Miming scenes from a film Imitate a character or an element of the film, postures, facial expressions and make them guess.

Maths	Maths for the little ones
	A little algebra Counting characters or elements in a film. The number of times that...
	A little geometry Identify and draw geometric shapes.
	3-dimensional space Find your bearings in the film's locations. Adding the temporal dimension. Relationship between the object and space.