

00h17 Lesson Ideas

Questions

- Why are the boys waiting for this train?
- What term is used to describe being on the dole?
- What is the significance between magasin and magazine to the young man in the story?
- What part of the conversation in the film does the title relate to?
- What does the young man who plays the sun claim to know all about?

Activities

Please note: these activities are intended as suggestions for the type of activities that might be used with this film for a variety of different age groups; the activities can of course be adapted by the teacher to the age and experience of their specific class.

It is suggested that this film is most suitable for older students S5 – S6.

Pre-Watching Activities

- Working in groups, research the background to the French love of Science Fiction in Literature and film. You may also want to research France's current space programme.
- Read extracts from Jules Verne's 'Journey to the Moon' or other similar text e.g. Tintin's 'Journey to the Moon' or Pierre Boulle's 'Planet of the Apes' or Cyrano de Bergerac's 'Comical History of the States and Empires of the Moon'.
- Prepare a vocabulary of the planets and key astronomical terms in French and practice their pronunciation.

Watching

- Cover the projector so only the audio can be heard. Listen to audio of approximately first two minutes of film. Ask students to answer the following questions:
 - Where do you think the film is set?
 - How many people can you hear?
 - Try to identify what kind of people they are and their ages?
 - What is the general tone of the conversation?
 - What clues are there as to the time of year or country it is set in?
- Provide the class with a transcript and a vocabulary sheet, then ask them to watch the film.
- Watch the film until the solar system dance. Stop the film and ask what do they predict will happen next?

- Depending on the level of experience, you may also want to consider watching the whole film with subtitles.

Analysing

- Working as a class carry out a full grid analysis on the film (Similarities, Surprises, Patterns and Puzzles to try and determine the different themes and meanings of the film.
- After watching the whole film discuss what their thoughts are about the story and characters:
 - Why was there such a young boy in with the group? Where and how did he fit into it?
 - Discuss how he managed to get the older members to take part in the sequence?
 - Was it a gang or was it a group of friends?
 - Where had they been and what had they done?
 - When they got onto the train, describe the atmosphere and the reactions of the individuals.

Follow-up and cross-curricular activities

- Write a synopsis of the film.
- Choose a character e.g. security guard/train guard/senior citizen/passers-by and write their interpretation of what they think is going on.
- Make a rhyme or poem in order to remember the French for the planets.
- Write a character outline for each of the boys/young men.
- Choose one of the characters and create a back story or follow-up story for them.
- Look at words and phrases which can be made into sentences to describe the atmosphere and setting.
- Transcribe the story into a range of writing for specific audiences e.g. A newspaper article with heading; a poem or rap; a police report or a script for a play.
- Design a comic strip based on the film.
- Put together a simple presentation and simple sentences to explain the solar system in French.
- Describe the setting of the film in French.

Cross Curricular

- Choreograph your own version of the solar system dance.
- Discuss the gang culture – what are the differences between a gang and a group of friends?
- Write a short play based on the idea and perform it with dance, rap, poetry and their soundtrack.
- Listen to the 'Planets Suite' by Gustav Holst.