



# LESSON PLAN

LE PEUR



**TITLE:**

LA PEUR, PETIT CHASSEUR (8 MINS)

**ADDRESSES:**

12 +

**SUBJECT:**

Loneliness/Asking for help

**CURRICULUM:**

What's hidden - the things we don't talk about.

**TIME NEEDED TO CARRY OUT THE LESSONS:**

45 minutes /90 minutes.

**MAIN GOAL:**

Students will develop an understanding of the power of film, using only one camera shot in this entire film we have come to understand the situation the boy is in and what his home life is like.

**GOALS OF THE LESSON:**

- Students will be encouraged into conversation and learning around emotive subjects
- Students will develop an understanding of cinematic language used in this film
- Students will learn to work more effectively as a group to achieve an outcome.

**METHODS:**

- Film Analysis
- Group work/Class Discussion

- Independent work and evaluation

## **MATERIALS:**

- Worksheets

Paper, pens and pencils.

Computer/Ipad with web access.

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## **ACTIVITY 1**

## **FILM ANALYSIS**

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### **SUGGESTED LESSON TIME:**

45 MINS

### **GOAL:**

- Students will learn to critically analysis the different imagery for each story and why it is used.
- Students will analyse the text, filters and music or sound in each section of the film.

### **METHOD:**

Students will work in groups of 2/3 using the attached Film Analysis Worksheet to explore and identify the filmic techniques used in Le peur, petit chasseur.

Through the use of one camera shot you are told the story of a young boy living in a home with domestic abuse. Analysing film language helps us as a viewer better understand the film and why these methods were chosen.

## **STEP BY STEP INSTRUCTION:**

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1. The English translation of Le peur, petit chasseur translates as Fear, little hunter, ask your class what they think this film could be about.
2. Begin by listening to the first few minutes of Le peur, petit chasseur, do not show your class the visuals. Have you class think about what could be happening in the film, and write down what sounds they hear.
3. Give each group will use the film language work sheet to complete (see attached)
4. Watch the full film Le peur, petit chasseur (8.13).

## **CONCLUSION**

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Complete this activity with a whole class discussion, Have each group present their findings to the rest of the class

Use the following questions to start the conversation based on the answers they have written on the worksheet:

- Can the students reflect on the applied film techniques, do they think these enhance the story and subject the film deals with?
  - Do the students empathise with the main character and is his story?
  - Why is this?
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**SUGGESTED LESSON TIME:**

45 mins x2

**GOAL:**

- Students will use film to create either a short 30 second advert using the research which was done for homework

or

- Students can create a 30 second expressionistic film, they will visually explore the thoughts of someone calling for help.

**ADVERT METHOD:**

Your class should be reminded that these are delicate issues, which may be affecting someone in their class and to handle these issues with understanding and sensitivity.

Create an advert showing the designated person in school who deals with Pastoral issues, the advert will be used to show students the procedure in school when you have an issue, who can help with these issues and how these issues are dealt with.

**STEP BY STEP INSTRUCTION:**

1. Split your class into groups of 3/4,
2. Give each group a 6 box storyboard sheet (see attached) to plan their 30-second advert, there does not need to be a narrative as this is an advert.
3. The advert should include information that will help a student know who to turn to when they have an issue. E.g. Teacher, School Councillor, Pastoral Teacher etc.
4. Use this storyboard as a guide to take 6 shots using a mobile device to capture film.
5. Using editing software on a computer or mobile device, edit together the final film adding in a sound track to the advert.

**CONCLUSION:**

Finish the class by screening the adverts, discuss each, giving constructive feedback - two positive comments and one improvement that could be made.

## **EXPRESSIONISTIC FILM 6 SHOT ACTIVITY METHOD:**

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Your class should be reminded that these are delicate issues, which may be affecting someone in their class and to handle these issues with understanding and sensitivity. Create an artistic short film to demonstrate how someone might feel when they feel they have no one to turn to.

### **STEP BY STEP INSTRUCTION:**

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1. Split your class into groups of 3/4, give each group a story board sheet
2. Using expressionistic techniques (see below) create a 30 second film using the storyboard sheet to plan, there does not need to be a narrative as this is a visual expression of a persons mental state when feeling alone.
3. Using 6 shots capture your film on a mobile device.
4. Use editing software on a computer or mobile device to edit together the final film adding in a sound track, you may also want to experiment with different colour filters to reflect mood.

### **Examples of expressionistic techniques:**

**Use of obscure camera angles** – canted/dutch angle used to show an unsettled mental state.

**Use of close up or extreme close up camera shots** – to give a sense of a person feeling alone in dealing with a situation with no one to confide in.

**Use of Point of View shots (POV)** – the audience can get inside the mind of your subject – sketching on a page, flicking through a phone, walking down a corridor.

**Use of light and shadows** – have a person sit on their own in front of a bright window making the subject look like a lonely dark silhouette.

**Use details in your production to provoke emotion** – for example a bullying message showing up on a phone, a lunch box full of food that is not eaten, an unpacked suitcase.

**Slow pace** – still frames, shots held for longer, montage of images edited together.

When creating a short expressionistic film, there does not need to be a structure or narrative, this is simply experimental. This film could also reflect not only someone who is lonely but someone dealing with a mental health issue encourage your class to get creative with lighting, movement and sound.

## **CONCLUSION**

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Screen your films at the end of your class and discuss each giving constructive feedback - two positive comments and one improvement that could be made.