



KA-229 project (n°047818)



## C4 Student Mobility : Film Festival of Annonay (France) February 10<sup>th</sup> to February 14<sup>th</sup> 2018

### REPORT OF ACTIVITY

#### I. DETAILED SCHEDULE

	<b>SUNDAY February 10<sup>th</sup></b>	<b>MONDAY February 11<sup>th</sup></b>	<b>TUESDAY February 12<sup>th</sup></b>	<b>WEDNESDAY February 13<sup>th</sup></b>	<b>THURSDAY February 14<sup>th</sup></b>
<b>M O R N I N G</b>	<p><i>Mobility time</i></p> <p>Arrival of the Spanish Partners, meeting with the hosting families</p> <p><b>Recreational time</b> with hosting families</p>	<p><b>Reception</b></p> <p><b>Cinema training</b> at school</p> <p><b>Media training</b> at the Castle of Deomas</p>	<p><b>Preparation time</b> at school</p> <p><b>Festival time</b> "Parvana" + filmed interviews</p>	<p><b>Preparation time</b> at school</p> <p><b>Festival time</b> "Funan" + interview of the filmmaker + filmed interviews</p>	<p><b>Debriefing</b> at school</p> <p><b>Cinema training</b> film reviews</p> <p><b>Ending Ceremony</b></p>
		Common lunch at the school Canteen	Common lunch in the food hall of the festival	Common lunch in the food hall of the festival	<i>Mobility time</i> Departure to Lyon
<b>A F T E R N O O N</b>	<p><i>Mobility time</i></p> <p>Arrival of the Bulgarian Partners, meeting with the hosting families</p> <p><b>Recreational time</b> with hosting families</p>	<p><b>Cinema training</b> at school</p> <p><b>Media training</b> at the Castle of Deomas</p>	<p><b>Festival time</b> "Woman at War" + filmed interviews</p> <p><b>Debriefing</b> at school</p>	<p><b>Festival time</b> "Ladybird"</p> <p><b>Recreational time</b> with hosting families</p>	<p><b>Cultural Heritage</b> visit of the <i>Musée Lumière</i> in Lyon</p> <p><i>Mobility time</i></p>

## II. INTRODUCTION

This mobility was mainly focused on cinema and on the first featured film festival of Annonay. With the help of the festival director, Mr. Gaël Labanti, we scheduled four screenings on two days for a total immersion. The mobility also featured two preparatory workshops and a final recap during which we invited a journalist and the deputy mayor of the city.

Due to a limited number of days (because of our school's restructuring process), the cultural heritage aspect was restricted to an overview of the Castle of Deomas, the old theatre of Annoany and a visit of the Lumière Museum in Lyon on the final day (but only for the visiting partners, as we had already done it with the French students a few weeks before).

The full summary of the mobility was posted on the site of the project:

a) Photo report : <https://e-staff-18-20.blogspot.com/2019/02/fra8-first-featured-film-festival-of.html>

b) Video report : <https://e-staff-18-20.blogspot.com/2019/02/fra-10-first-featured-film-festival-of.html>

The video reports are very specific and describe all the activities in detail.

### III. CONTENTS

- **Day 1: arrival**

The partners arrived at Lyon St Exupéry airport and were welcomed by the hosting families. Some families spent the day in Lyon before going back home whereas others met at the bowling centre of Annonay for an international game.



Hosting families coordinated and took a decisive part in the project during the week of the mobility. They managed to take care of the visiting students so that they could meet and visit the area or perform activities in the evening. Some parents joined the students on the festival and attended some screenings whenever they could.

- **Day 2 : cinema and media training**



The morning started in the Collège les Perrières school, with a presentation of the First Featured Film Festival of Annonay, through the poster, logo and trailer of the festival. The activity was based on collective oral expression in English using the keywords of film genres, film style and shot types. The related vocabulary had to be prepared beforehand by the teachers in each country, as pre-mobility activities.

A mind map of the festival was gradually created throughout the morning and a poll was made on the favourite film genres of the students.

The trailer of the festival was then used to illustrate a brand new technical lesson about match cuts, which would be used later for the practical activities.

At 9:00, the Bulgarian, Spanish and French E-STAFF students were split into two groups. One group stayed at school for the cinema training whereas the other group went to the Castle of Deomas, the headquarters of the House for Youth and Culture (*Maison des Jeunes et de la Culture* - MJC in French) for the media training.

## 1) Cinema training

This 3-hour training led by Mr. Périllat, English teacher and coordinator of the project, consisted into various previewing activities for the four films of the festival that were scheduled for the E-STAFF students. The goal of the training was to develop cinema knowledge, technical skills and critical vocabulary in English.



While revealing as little information as possible, the training was meant to trigger the students' interest for the film and lead them to anticipate the films' plots through standard oral expression but also through practical drama and filming activities. The training put a strong emphasis on the historical and geographical contexts of the films, which were paramount, especially in the cases of **Parvana** and **Funan**.

a) On **Parvana** (the Breadwinner) :

- **Analysis of 10 shot types from the film:** standard oral expression to describe the action and anticipate the plot.

- **Drama workshop on a given shot:** the Taliban threaten Parvana's father. Students had to imagine the dialogue and perform the scene in international groups.



- **Practical activity on filming and editing:** the same groups of students had to film their scene in exactly 3 shots and to include a specific match cut. This match cut was picked on a random paper and kept secret from the other groups.

- **Screening of the students' mini-films:** once finished, the rest of the class had to guess which match cut(s) was used in the mini-film of their comrades. Correction of mismatches and check by watching the trailer of Parvana, which shows the actual

scene.

- **Slideshow about the film's context:** Afghanistan in the early 2000's

- **Characterization of the heroin through the poster:** basic oral description + defining the protagonists and antagonists of the film.

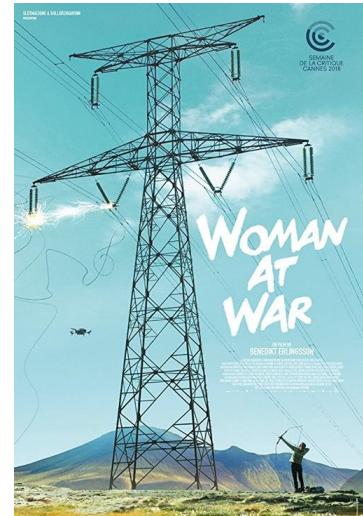
b) On **Woman at War** :

- **Preview activity on the title only:** at war against what ? Oral expression on various shot types, the film poster, using keywords about the global themes of a film.

- **Slideshow about the film's context:** Iceland and the highlands.

- **Characterization of the heroin:** presentation of the four sub-topics of the film. Description of a series of 21 shots from the trailer: shot type + probable sub-topic associated to the shot type.

- **Screening of the movie trailer:** final anticipation on the themes and on the plot.



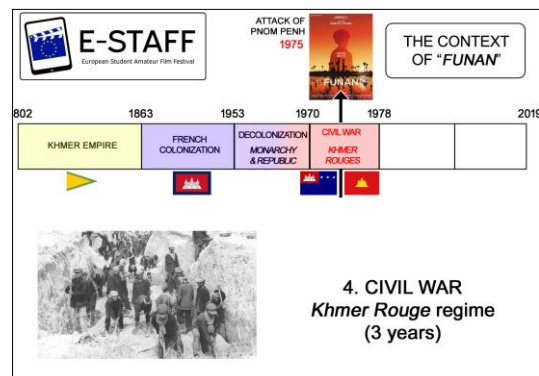
c) On **Funan** :

- **Analysis of 10 shot types from the film:** standard oral expression to describe the action and anticipate the plot.

- **Drama workshop on a given shot + practical activity on filming and editing:** this activity was not made for Funan due to a lack of time and to an unexpected change of groups. All groups thus did the drama and practical activities on *Parvana*.

- **Slideshow about the film's context:** Cambodia during the Khmer Rouge regime

- **Plot structure through the trailer:** study of the plot structure in a film and application to the trailer of Funan. Standard oral expression: guess the initial situation + inciting incident of the film. Imagine the rest of the story until the climax.



- **Introduction to framing:** study of framing + application to images of the film. Standard oral expression: describe the difference of atmosphere between the two framing types.

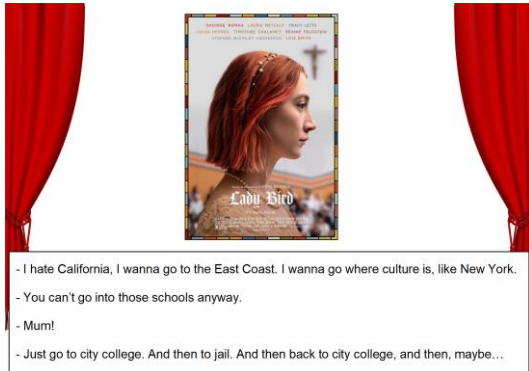
- **Introduction to camera angles:** study of 3 camera angles + application to images of the film. Standard oral expression: describe the difference of atmosphere between the two angles.



#### d) On **Ladybird** :

- **Characterization of the heroin:** presentation of the film poster and of 5 shot types, using keywords on the personality of a given character.

- **Slideshow about the film's context:** California, Sacramento, and the most famous American universities.



- **Drama activity:** in pairs, play a part of the script from the film (the discussion between Ladybird and her mother in the car). In a second time, replay the scene and invent what's next. Check what actually takes place with the trailer.

- **Recap time on the film's genre and themes:** oral expression on key words. Mind map of the film (if time).

## 2) Media training

The media training was lead by Ms. Alicia Cosculluela and Mr. Brice Sodini, two employees of the MJC at the Castle of Deomas. The training consisted into using tablets and digital tools in order to prepare interviews. Those skills would be used after each film, as the students had to perform live reviews of the films of the festival, in the cinema or in the street.



Students who had made the cinema training in the morning made the media training in the afternoon, and vice versa.

- **Days 3-4 : festival time**

Days 3 and 4 provided a full immersion into the International First Featured Film Festival of Annonay with the screening of a film in the morning and a film in the afternoon, with the lunch on the food hall of the festival.



Each screening was followed by a specific filmed interview activity to report on the films, except for **Ladybird** which was reviewed on paper on the final day. The screening of *Funan* was followed by an exclusive interview of the filmmaker, Mr. Denis Do. All videos are available on the site of the project. The French E-STAFF teachers used the videos to test their students' work and commitment during the mobility.



**Previewing activities at school:** on each day, before going to the festival, the E-STAFF students went to the *Collège les Perrières* school for one hour to finalize the previewing activities.

**1) Previewing activities at school on day 3:**

- Retake of the context slideshows of *Parvana* and *Woman at War*.
- Preparing for the after-film interviews: 4 questions in English + dedicated worksheet. Application on the clip **Everlong** of the Foo Fighters.

**2) Previewing activities at school on day 4:**

- Retake of the context slideshows of *Funan* and *Ladybird*.
- Retake of the after-film interviews. Preparing one question per student for Denis Do, the filmmaker of *Funan*.
- Drama workshop on 6 quotes from the film *Ladybird*. Playing roles with different emotions (the rest of the class must guess the emotion)

 A detailed student worksheet for film reviews and interviews. It includes sections for:
 

- FILM TITLE:** A blank line for the student to write the film's title.
- 1. Rate this film:** A five-star rating system.
- What's remarkable about this film?** A section with icons for various aspects like plot, characters, and setting.
- MAIN GENRE?** A blank line for the student to write the genre.
- MAIN THEME?** A blank line for the student to write the main theme.
- 2. Favourite character:** A section with icons for character traits and roles.
- Category of this character?** A blank line for the student to write the character's category.
- 3. Good points and problems:** A section with icons for different aspects of the film's quality.
- 4. Favourite scene:** A section with icons for different parts of the film.

*Student worksheet to prepare the film reviews and the after film interviews*

- **Day 5 : recap time and visit of the Lumières Museum in Lyon**

The students came back to the *Collège les Perrières* school for the final morning. They performed various reviewing activities on the four films of the festival.



- **Characterization of the 4 heroins:** the students played roles and made a small drama workshop using the 12 Jungian archetypes, before summarizing the 4 films' main characters through this new method of characterization.

- **Watching the trailers and summarizing the plots:** for *Parvana* and *Funan*, the students summarized the plot structure using the classical plot diagram of cinema. Standard oral expression.

- **Connecting film quotes and images:** in *Ladybird*, each quote given during the previewing activities on day 4 was reconnected to images from the film, and checked through the trailer.

- **Written review:** for *Ladybird*, all the students had to write a personal review on the film. This review was used by the French E-STAFF teachers to test their students at the end of the mobility.

- **Artistic workshop:** for the film *Woman at War*, the students had to make a personal poster based on the 21 images of the trailer they had studied on day 2. Each image had to be connected to one of the four driving forces of Halla, the heroin.

- **Final votes for the films:** the films were submitted to the votes of the students and of the teachers, as a preparation for the final E-STAFF next year. The film *Funan* got the majority of the votes.

**The E-STAFF Annonay Festival Film Awards**

The best acting\*:  Woman at War     Ladybird

The best characters:  Parvana     Woman at War     Funan     Ladybird

The best setting (= decor):  Parvana     Woman at War     Funan     Ladybird

The best image and light:  Parvana     Woman at War     Funan     Ladybird

The best plot (= scenario) & topics:  Parvana     Woman at War     Funan     Ladybird

The best sound and music:  Parvana     Woman at War     Funan     Ladybird

The best special effects\*:  Woman at War     Ladybird

\* Only the Bulgarian and Spanish groups can vote for the best acting and special effects.

The morning ended with a short goodbye ceremony and a buffet. The Spanish and Bulgarian delegations then went to Lyon with two accompanying French teachers. While the Bulgarians got to the airport to catch their plane, the Spanish group went to visit the Lumières Museum, before leaving too.



### III. CONCLUSION

This was the first experience of the *Collège les Perrières* school as a host for a student mobility, especially during festival time. The mobility was a success, although we had to cope with the presence of another international exchange program made by the Italian teacher, which finally proved interesting and stimulating for all the students. The biggest problem



actually came from a mass teacher training which took place at the same moment and on which three committed teachers of the E-STAFF project had to go in priority. The deputy director of the school helped us a lot to compensate this issue.

Regarding cinema training, most students have clearly improved and some debates and interviews proved really interesting, showing that their critical mind, knowledge of cinema and critical vocabulary developed thoroughly during the week. Some of them, however, did not make their recording exercises properly. As they still appear on video, it allowed to catch the attention of the families, which reacted accordingly. Film reviews were useful as the French team used them to test the students and to evaluate their work and commitment. Videos were also a boon for disseminating and advertising the project.

The film selection allowed to go beyond language boundaries as two films were in French, one was in Icelandic, and one was in English. That shows the importance of working closely to the festival president and selecting committee to organize the mobility. We just thought that our students were certainly too young for *Ladybird*, the film being quite far from their personal preoccupations as the heroin is 18 years-old.

Hosting families were really committed and enjoyed the experience a lot. They have showed their concern regarding non-E-STAFF teachers whom they would like to be more sensitive to the fact that their children spent a lot of energy and time on the project.

This mobility was a stimulating experience for all, now to be continued and certainly renewed next year.

Mr. Clément Périllat  
Lead E-STAFF coordinator  
27-02-2019