

# The Right Number [*Le Bon Numéro*]

## Lesson Ideas

### Questions

- What age was the girl?
- What does the film tell us about the wishes of the young girl?
- What period is the film set in and how do you know this?
- How are gender and marriage represented in film?
- How is music used to heighten the emotional impact of this short film?

### Activities

*Please note: It is suggested that this film is suitable for upper-level primary schools and secondary students S1 – S4; however, individual teachers should always review the content of the film in advance to ensure that they are comfortable working with the film in the specific class.*

*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.*

### Pre-Watching Activities

- Review the present tense of 'aller'.
- Prepare a glossary of words relating to telephone conversations.
- Explain how to recognise and use infinitives.

### Watching Activities

#### Sound and Music

- Cover the screen and ask pupils to listen carefully to the soundtrack of a short moving image sequence and describe exactly what they hear.
  - Try to define exactly what it is they hear and what it might represent.
  - Are the sound effects used simply to represent an action or do they contribute to the drama of the sequence?
- Silence is used at key moments within the film. Why do you think the sequence is silent at this point? What might be going on? How can silence create drama/atmosphere/tension?

- Listen to the whole soundtrack and identify as many sounds as you can.
  - Can you work out the setting and time of day?
- The music used was brief and for a specific purpose. Can they identify both?
- Pupils should identify the type of text they think it is. They should then guess at the content and style of the image in the sequence.
- How would the sequence be affected if the music were absent/different?
- What sort of film do you think you were about to watch?
- Finally show the complete sequence and invite discussion about how sounds and images affect each other
- What difference does the sound make to the sequence?
- What difference would it make if either the music or sound effects were missing?
- How do sound and image combine to create specific effects?

## Visuals

- Watch film up to first telephone dialogue (01:35). Watch again and freeze frame on an image of each character or set of characters (00:24; 00:38; 00:44; 00:49; 01:02). Assign pairs or groups of pupils a character and ask them to prepare a brief presentation about their character and why they have come to the park. Perform some for whole class. Ask pupils what they think will happen next.
- Watch film to point where girl has been granted all three wishes (02:50) then replay each section a couple of times (01:35-01:55; 01:55-02:14; 02:14-02:50). Ask pupils to pick out repeated vocabulary ('tapez 1, 2, 3'; 'vous souhaitez...') and deduce meaning of each set of options.
- Ask pupils in English if the structure of the story (three wishes) reminds them of anything. Ask what they think might happen next.
- Watch film to end. Draw attention to 'Désolé. Votre crédit est épuisé' and ask pupils what they think it means.

## Analysing

- Write all the texts the girl receives on her phone. How many words or phrases are understood? If not completely understood, can the words or phrases be guessed?
- 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.
- Explore and brainstorm answers to some of the following questions:

## Cinematography, Editing and Production Design

- With an animation such as this, where do you think the camera would be positioned?

- What do the close-up shots tell us? List them and note why they are there.
- What are the major differences between filming this style of animation to filming a live action film?
- How would you describe the overall colour scheme of the film?
- Do you think it would have been more effective with stronger colours or black and white?
- How could you manufacture a similar feel re: silent movie with a digital camera?
- This film was shot in black and white. What colours would you expect there to be?
- Describe what the colours of the characters clothes and the scenery probably were.

### Character

- What age was the girl?
- What sort of character was she and what clues were we given?
- Describe the other people in the park?
- She was given choices of types of husbands – what were the choices and which did she choose?
- What are the difficulties/dangers in pigeon holing characters?
- Describe the character of the 'husband'.
- What about the man in the park who kept whistling to her? What were we meant to think of him?

### Narrative Structure

- What sort of story is this?
- What are the key events?
- Over what time period was this story?
- What time of year do you think it was?
- What style of storytelling was this?
- Look at tales with lessons or morals – does this film fit into these categories?

### Setting

- What period is the film set in and how do you know this?
- How would the impact of the film have changed if the setting had been in an airport/swimming pool/shopping mall?
- What other settings could you choose to place this story in?

### Genre

- What sort of story is this?
- What sort of genre is it?
- Does it fit into any genre you know or is it a new experience?
- Is it a combination of genres?

## Symbolism

- What were the parameters given to allude to a 'normal' day?
- What aspects intruded upon these parameters?
- What was the significance to the choice of household goods which fell to earth?
- What part does the park play in establishing and developing the story?

## Inference

- What does the film tell us about the wishes of the young girl?
- What do the characters in the park represent?
- Why did the young girl so readily press the buttons on her phone?
- Talk about the adage 'Be Careful What You Wish For.'
- Why was the image of marriage portrayed in the way it was?

## Follow-up and cross-curricular activities

### Drama

- Role play using telephone conversations using references to changing time lines so the use of tenses is practiced. Give groups a scenario e.g. booking a flight, ordering a pizza, cancelling an appointment; prepare a two way conversation in French and practice asking and responding and then switch over roles.

### Writing and Reading

- Write a synopsis of the film.
- Devise a wish list for the perfect partner.
- Read a selection of teenage magazines and cut out articles relating to how to find The One.
- Make a collage of the articles and identify the major themes.
- Write a quick character sketch for each of the characters we see in the park.
- Write a critique of magazine articles aimed at teenagers – what are the main themes?

### RMPS/PSHE

- Gender stereotypes
  - Collect a range of magazines/papers/websites and cut out or print a range of articles and stories reflecting gender.
  - Design a poster/exhibition or short drama looking at the impact of gender stereotyping.
  - Look at how these are portrayed across different countries.
  - Look at how gender is represented in film?
  - How is Marriage represented in film?

- **Choices**
  - Look at choices students have made up to the present.
  - Devise a system of importance – from everyday choices, friendship choices, to life defining or life-threatening options.
  - What responsibility does each person have for their choice and to the outcome of their choices?
  - Look at the question of free will given to humans by God as written in the Old Testament.
  - Free will versus responsibility: How far does research and information play in making a reasonable choice?
- **Expectation and reality**
  - Discuss examples of expectation and the reality of the situation.
  - Look at how to respond to the expectations from others.
  - How true is it to be able achieve whatever you want to?
  - When and how do dreams turn into reality?
- **Social Networking**
  - Look at the range of communication channels available today.
  - Compare and contrast social networking sites. Devise a scoring system within the group and discuss the merits and disadvantages of the sites. Is there a champion site?
  - What would be the ideal site?
  - What would happen if all electronic devices stopped tomorrow? What would the impact be on their world and the wider world?