

**LESSON PLAN**

# Welcome

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# CinéSchool



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FRANÇAIS

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## I UNDERSTANDING THE FILM

### INFORMATION ABOUT THE FILM

**Title:** Welcome

**Year:** 2009

**Genre:** Drama

**Duration:** 110 minutes

**Cinematic release:** March 11, 2009

**A film by:** Philippe Lioret

**Original Music:** Nicola Piovani, Wojcieh Kilar, Armand Amar.

**Script:** Philippe Lioret, Emmanuel Courcol, Olivier Adam.

**Main characters:** Firat Ayverdi (Bilal), Vincent Lindon (Simon), Audrey Dana (Marion), Derya Ayverdi (Mina).

**Producer:** Christophe Roussignon

**Public:** 14 years old+.

## DIRECTOR

Philippe Lioret was born in 1955. He started his work as a sound engineer. *Tombés du ciel* (1993) was his first feature film. Lioret gained international recognition with his films *Mademoiselle* (2001) and *L'équipier* (2004), both with Sandrine Bonnaire. He also directed *Je vais bien, ne t'en fais pas* (2006). Aside from directing fiction, Lioret also directs commercials.

## SUMMARY

Bilal, a young, undocumented Kurdish immigrant, arrived in Calais with hopes of joining Mina, his Kurdish girlfriend, who is already living in London with her family. He unsuccessfully tries to enter England while hiding in the trailer of a truck. He then decides to swim across the Channel. Simon, a lifeguard, warned him of the dangers of crossing the Channel, but agreed to help him. Despite the risks of "helping someone in an unusual situation," Marion, Simon's ex-wife, who is also engaged in the movement of assistance for the sans-papiers of Sangatte, also does her best to help Bilal. Sangatte is also the camp where Bilal and one of his companions are staying. The first time across the Channel, Bilal fails because Simon, distraught after finding his clothes on the beach, warned the coastguards. Bilal is once again detained, tried, and released. Mina phones Bilal to tell him that her father wants to marry her off. Bilal promises to come to meet her in London soon. On his second attempt, Bilal reaches 800 meters off the English coast. But he is spotted by a Royal Navy watch and drowns while trying to escape. Simon goes to London to give Mina Marion's old ring that he gifted to Bilal, and found by chance while unfolding his sofa.

## CONTEXT

### THE YEAR 2008

Bilal came from Kurdistan, located north of Iraq and south of Turkey. Migrants that come from Iraq are war refugees that wish to find a job. This topic is represented in the film when the characters talk about sending money back home to their families. By the year 2000, the debate on immigration was already common.

## CALAIS

Millions of people pass through Calais to reach Dover, England, with hopes of finding their families. The Sangatte center, which was opened in 1999 by The Red Cross to provide emergency humanitarian aid, closed under pressure from the English government. It was designed for 200-300 people, but welcomed many more. The closure of this center did not change the numbers of the migrants passing through Calais, but they found themselves all alone.

The dismantling of the clandestine migrant camp in Calais, dubbed the "Jungle," ended on November 2, 2016. Some 6,000 migrants were evacuated to Centers for reception and orientation (CAO in French) or asylum seekers (Cada in French), as well as 1500 isolated minors.



"I wanted to make a film about this subject and not another [...] about these people who want to join this 'Eldorado' ... I thought this place was a bit like our border with Mexico."

**Philippe Lioret.**

## II UNDERSTANDING THE FILM: BEFORE THE FILM

These activities were created for students between the ages of **15 and 18** in order to prepare them for the presentation of the film in its entirety. The lesson plan can be taught in either English or French, according to the students' linguistic profiles and the objectives of the foreign language teacher. The target level varies according to the proposed activities.

In this lesson plan, linguistic competences are abbreviated as followed:

- WC: Written comprehension
- OC: Oral comprehension
- OP: Oral production
- WP: Written production
- OI: Oral interaction

# STUDENT WORKSHEET 1: THE MOVIE POSTER

Level A1/A2

## 1) Analyzing the title

a) Of the following words, find the translation for “Welcome” in French.






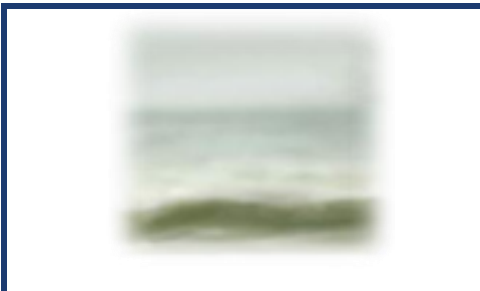
b) Can you identify other the languages? Do you know how to say it in any other language?

In groups of two, match the numbers above with the languages below.

Italien	Espagnol	Portugais	Français	Allemand
Suédois	Néerlandais	Arabe	Turc	Russe
Grec	Chinois	Japonais	Créole antillais	Roumain

## 2) The movie poster

a) Observe the movie poster and describe the elements found in the poster.

	<b>The person on the left</b>
	<b>The person on the right</b>
	<b>Their relationship</b>
	<b>The setting</b>

b) In groups of two, imagine the story of the film based on the elements found on the movie poster.



# TEACHER WORKSHEET 1: THE MOVIE POSTER

Level A1/A2

## 1) Analyzing the title (WC) (OI)

During the first sensitization activity, the students will discover the film “Welcome.”

In small groups, students will look for the translation of the title in French.

In groups of two, students will use their linguistic knowledge and will create hypotheses about the origins of the languages in the exercise.

Afterwards, the teacher will either confirm or deny the students’ hypotheses.

### Answers:

In French: « Bienvenue ».

Italien	Espagnol	Portugais	Français	Allemand
4	1	14	2	7
Suédois	Néerlandais	Arabe	Turc	Russe
11	5	12	14	3
Grec	Chinois	Japonais	Créole antillais	Roumain
9	8	6	13	10

The teacher can also invite students to talk about the origins of the languages in the exercise, if they have heard of the languages, or even if they would like to learn any of the languages noted.

The teacher can also incite reflection on the connection of the title and the movie.

- *In what kind of situations can people see or hear the word “Bienvenue?”* **Possible answers:** at the airport; city limits, country limits, village limits; in places where people are welcomed, at a hotel reception, when someone invites us, when one arrives to a place for the first time.
- What is the end-goal for using the word? **Possible answers:** It is a positive and welcoming word that aims to make people comfortable when arriving to a certain place, group, or community.
- Why is the title of a French movie in English? **Open discussion.** All answers and hypotheses are valid because students will then verify upon reading the synopsis.

## 1) The movie poster (WP)

### a) Possible answers

#### **The person on the left**

An adult man with a sports bag, he is wearing an anorak, he is facing us, he is crouched.

#### **The person on the right**

A young man, an adolescent, facing back, he is wearing a wetsuit, he has palm trees around him, his hair is brown.

#### **Their relationship**

They seem to be talking. The man looks like he is about to help the young man to get into the water. He is going to give him something.

#### **The place**

Beach, sand, it is gray and cold, you can see the sea, there is a boat, it is foggy, you can see the horizon.

b) Open discussion. Students can later confirm their hypothesis.

## STUDENT WORKSHEET 2: THE TRAILER

From level A2 on

a) Watch the trailer and mark what you see or hear.



### Places



### Characters



### Objects



Pool

Beach

Stadium

Supermarket

Port

Terrace

Others: ...



Young woman

Young man

Policeman

Horses

Angry neighbor

Supermarket  
employee

Others: ...



Un ferry

Plan

A torn  
photo

Handcuffs

Truck

Plastic bag

Others: ...

b) Compare your answers with your classmates.

c) Watch the trailer again and complete the following exercise.

	TRUE	FALSE
The film is only in French.	<input type="checkbox"/>	<input type="checkbox"/>
The main character is Turkish.	<input type="checkbox"/>	<input type="checkbox"/>
The man is a lifeguard.	<input type="checkbox"/>	<input type="checkbox"/>
The young girl seems happy.	<input type="checkbox"/>	<input type="checkbox"/>
The main character wants to go to England.	<input type="checkbox"/>	<input type="checkbox"/>
The main character's dreams of being a football player.	<input type="checkbox"/>	<input type="checkbox"/>

d) Synopsis

Complete the synopsis with the following words: **truck - wife - fiancée - swim - cross - lifeguard- migrant - pool- help- friends.**

Bilal, a young Kurdish \_\_\_\_\_ from Iraq, has just arrived to Calais. To join his \_\_\_\_\_ in Great Britain, he must \_\_\_\_\_ the Channel by hiding in a \_\_\_\_\_. After his first setback, he decides to swim across the Channel, but first he must learn how to \_\_\_\_\_. He meets Simon, a \_\_\_\_\_ in the municipal \_\_\_\_\_. Touched by the story of this 17-year-old young man, Simon decides to \_\_\_\_\_ him. Initially, Simon only helps him to impress and reconquer his \_\_\_\_\_, Marion. But little by little, he became \_\_\_\_\_ Bilal, and became involved in his story...



## TEACHER WORKSHEET 2: THE TRAILER

a) (OC)

Link for the video <https://www.youtube.com/watch?v=NoRqzMGBU4U>

First, allow students to listen to the trailer without seeing the images from the video. Student must concentrate on the trailer in order to complete the check list provided based on what they heard.

### **Answers:**

Places => Sounds of a pool and the sea.

Characters => The voice of a young woman, a young man, an angry neighbor.

Objects => The sound of a truck.

On the second viewing of the trailer, allow students to complete the sheet.

Students must check from the elements seen on the trailer.

### **Answers:**

Places => A pool, a beach, a supermarket, a port.

Characters => A young woman, a young man, a police officer, a supermarket employee, an angry neighbor.

Objects => A ferry, a photo, a broken plastic bag, a truck, handcuffs

b) (CE)

c)

### **Answers:**

French is the only spoken language in the film = **FALSE**.

- Characters also speak English and Kurdish.

The adolescent is Turkish= **FALSE**.

- He is Kurdish. (The teacher can invite students to find Kurdistan on a map.)

The man is a lifeguard= **True**.

The young woman seems sad. = **FALSE**.

- She is sometimes angry, disturbed, and sometimes discouraged.

The young man goes to England. = **TRUE**.

- He hopes to join his fiancée (torn photo), who is waiting for him.

The young man dreams of playing football. = **TRUE**.

- He dreams of playing for Manchester United.

### **Answers:**

Bilal, a young Kurdish migrant from Iraq, has just arrived to Calais. To join his fiancée in Great Britain, he must cross the Channel by hiding in a truck. After his first setback, he decides to swim across the Channel, but first he must learn how to swim. He meets Simon, a lifeguard in the municipal pool. Touched by the story of this 17-year-old young man, Simon decides to help him. Initially, Simon only helps him to impress and reconquer his wife, Marion. But little by little, he became friends Bilal, and became involved in his story...

d)

### **Answers:**

**Migrant:** A person that leaves their country for another and remains there permanently.

**Refugee:** A person that flees persecution or discrimination and cannot reclaim protection in their country of origin.

**Undocumented:** A person in an illegal situation that has no status or authorization to stay in France.

### III UNDERSTANDING THE FILM: AFTER THE FILM

These activities were created for students between the ages of **15 and 18** in order to prepare them for a discussion after the presentation of the film Welcome in its entirety. This lesson plan can be taught in either English or French, according to the students' linguistic profiles and the objectives of the foreign language teacher. The target levels can vary between A1 and B2 according to the proposed activities.

In this lesson plan, linguistic competencies are abbreviated as followed:

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## STUDENT WORKSHEET 3: RECONSTRUCTING THE FILM

From level A2 on

a) Match the images with the description on the right.



Bilal is swimming to cross the Channel and reach England.

An illegal immigrant jumping on the roof of a truck.

Jungle Ref. camp in Calais

Bilal's funeral.

Bilal puts on a plastic bag to go unnoticed by the police's Co2 detector.

Two officers enter Simon's home.

b) Complete the table by ordering the images in order of appearance in the film.

1	2	3	4	5	6
C					

## TEACHER WORKSHEET 3: RECONSTRUCTING THE FILM

From level A2 on

(WC)

Answers:

A Bilal nage pour traverser la Manche et atteindre l'Angleterre.

B Un clandestin a sauté sur le toit du camion

C La jungle, camp de réfugiés à Calais

D L'enterrement de Bilal

E Bilal s'est mis un sac en plastique sur la tête pour échapper au détecteur Co2

F Deux policiers essaient d'entrer chez Simon

1	2	3	4	5	6
C	A	F	D	B	E

## STUDENT WORKSHEET 4: THE CHARACTERS

Level A2/B1

a) In groups of two, complete the information about the characters.



**MARION**

Profession:

Personality:

Love life:



**MINA**

Profession:

Personality:

Love life:



**BILAL**

Profession:

Personality:

Love life:



**SIMON**

Profession:

Personality:

Love life:

b) Write down the name of the person who is talking.

**I love my husband,  
but I do not wish to  
live with him.**  
We're separated and it's  
**better like that.** I don't  
**understand him.**

Je n'ai personne  
à qui parler, je  
me sens  
prisonnière.

I am divorced and  
I love my wife and I  
will do anything to  
prove it.

**I am brave and I  
am not afraid of  
anything. I will do  
what I can to find  
my loved one.**

I'm a bit lost, by  
**helping Bilal,** I've  
**gained hope and  
love for life again.**

**My father is forcing  
me to marry someone  
else.**  
But I don't want  
**that, I love Bilal.**

It doesn't matter  
how hard it is, I  
know you will see  
her again.

**I will do what I can to  
help others, I'm an  
English teacher but I  
also volunteer to help  
refugees.**

## TEACHER WORKSHEET 4: THE CHARACTERS

Level A2/B1 (WP)

This activity will allow students to gain introspection on the characters psychological and social aspects. Each of them face their own obstacles and prove to be courageous.

The teacher can ask the students what they thought about the film and ask them to write an alternative ending.

### Answers:

a) (WC)

**MARION:** English professor, volunteer, altruistic and determined, divorced.

**MINA:** student, melancholic, shy and anxious, in love with Bilal but about to be married by force to someone else.

**BILAL:** soccer player, courageous, optimistic and confident, in love with Mina and wishes to marry her.

**SIMON:** lifeguard, a bit lost, depressed, in love with his ex-wife Marion, wants to make Marion fall in love with him again.

b)

**MARION:** "I have a lot of affection (...) do not understand" / "I do what I can ... refugees. "

**MINA:** "My father (...) Bilal. "I have no *one* (...) *I am a prisoner.* "

**BILAL:** "No matter (...) love" / "I have courage (...) the one I love! "

**SIMON:** "I'm a bit lost (...) life. "/" I am divorced (...) prove it "

# STUDENT WORKSHEET 5: UNDERSTANDING THE CONTEXT OF THE FILM

Level A2/B1

## 1) The refugee's backpack

a) If you suddenly have to leave your country with your family, what items would you bring with you? Of the objects below, choose only 4 and justify your picks.

1. de l'argent
2. une boussole
3. une carte de la région
4. un chargeur
5. un téléphone portable
6. des affaires de toilette
7. une torche (lampe de poche)
8. un ordinateur (portable)
9. une paire de chaussures / baskets
10. un canif suisse
11. un pull
12. un parapluie
13. des lunettes de soleil
14. une petite tente
15. des médicaments
16. un sac à dos
17. un sac de couchage
18. de l'eau
19. un gel désinfectant
20. un passeport
21. des sous-vêtements
22. des bijoux
23. un gilet de sauvetage

b) In groups of three or four, you must agree on ten items you would all bring. Justify and defend your choices.

**SURVIVAL LIST**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

c) As class, choose ten items you would bring for everyone and justify your picks. Classify the items on the four categories below:

<b>Weather</b>	<b>Food</b>	<b>Hygiene</b>	<b>Communication</b>
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d) Are there important items missing from the list? What other items are indispensable?



## 2) Mental map

a) Carefully read the following infographics and maps and then complete a mental map with the gathered information. What have you learned?

Sources:

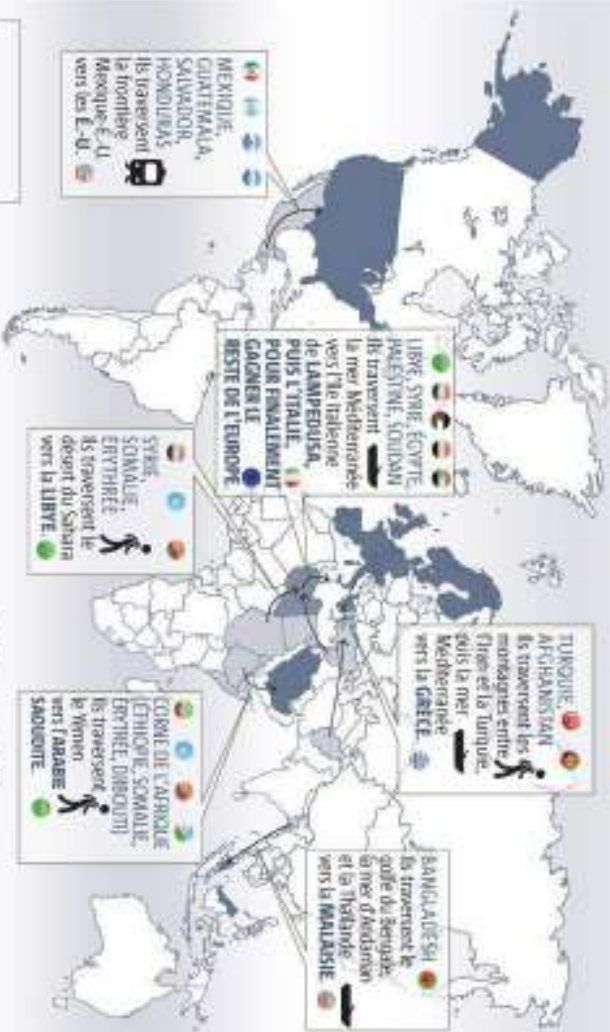
<http://www.1jour1actu.com/>

[https://journalmetrocom.files.wordpress.com/2015/05/graph\\_30\\_migration\\_essai.jpg](https://journalmetrocom.files.wordpress.com/2015/05/graph_30_migration_essai.jpg)





Métro examine quelques-unes des routes de migration clandestine les plus dangereuses du monde, ainsi que les pays d'où les migrants s'enfuient et leurs destinations.



**51 MILLIONS**  
de migrants sont considérés comme des «personnes à protéger», selon l'ONU. C'est le plus grand nombre depuis la Seconde Guerre mondiale.

Plus de **230 MILLIONS** de personnes vivent ailleurs que dans leur pays d'origine, ce qui représente 3 % de la population mondiale.

**10 MILLIONS** d'individus dans le monde ne sont pas reconnus comme des ressortissants du pays où ils ont trouvé refuge.

**1 800** personnes pourraient avoir péri en traversant la Méditerranée en 2015.

### DANS LE SAC DU MIGRANT :

- 11 200 \$ pour acheter le passeur
- DE 100 À 400 \$ TRICKS pour se en argent garder au chaud pour la suite
- BOUILLONNE D'EAU FRAÎCHE pour s'hydrater sur la route
- ORDINATEUR PORTABLE, CEE USB avec des pièces et d'autres trucs à propos de leur passé
- DOCUMENTS
- PAS DE CELLULAIRE

La condition pour migrer, par exemple sur un bateau, est de ne plus avoir de cellule.



GRAPHIQUE | NANCY MARCO  
TEXTE | DANIEL BEVINE  
MAY 2014 À MARS 2015

**DEMANDÉS D'ASILE**

1	ALLEMAGNE	247 835
2	SUÈDE	81 420
3	HONGRIE	73 585
4	ITALIE	63 860
5	FRANCE	57 900
6	AUTRICHE	31 265
7	ROYAUME-UNI	29 340
8	PAYS-BAS	23 780
9	BELGIQUE	22 860
10	GRÈCE	8 060
11	AUTRES PAYS EUROPÉENS	55 730

SOURCES : ONU, AGENCE INTERNATIONALE LE HAI, HAI RIGHTS WATCH, COMITÉ EUROPEEN POUR LES REFUGIÉS ET LES ENFANTS ET LES FAMILLES, ORGANISATION INTERNATIONALE POUR LES MIGRANTS, GÉNÉRALIS, METRO, CENESTAT



# TEACHER WORKSHEET 5: UNDERSTANDING THE CONTEXT OF THE FILM

Level A2/B1

These activities will help students understand the social and historical contexts of the film and raise awareness about immigration. They will also allow students to develop empathy for refugees and their trail, motivations, and the endeavors they face, as well as the ones they may encounter on their journey and upon their arrival.

## 1) The refugee's backpack (OI)

The teacher can ask the students to think about the refugees and how they must flee and leave everything they know behind. They travel long distances, often under harsh and dramatic conditions. Students can put themselves in the refugees' places and reflect upon the items they would like to take with them.

All students must individually complete their lists with the help of the proposed vocabulary, and justify their choices in front of the class.

Secondly, in small groups of 3 or 4, students must agree on a list of ten items to bring with them in a similar situation.

Once they students have chosen their ten items, the whole class must agree on ten items. Students will then classify the objects into four categories (food, hygiene, communication, and weather). It is important to highlight that the items are for survival.

The teacher can also review the differences between “emmener/emporter” and “amener/apporter” with the activity. There are drawings, examples, and exercises on the blog Le français à Florence: (<http://lefrancaisaflorence.blogspot.com.es/2013/12/fle-apporter-emporter-amener- emmener.html>).

Students can also reflect on other objects with sentimental value they would like to bring (photos, souvenirs, objects that remind them of a moment or a person, a teddy bear for kids, etc.)

To go deeper: SakAsurvie, a humanitarian association, put in place operation SakAsurvie (<http://www.sakasurvie.eu>) whose goal is to provide backpacks for refugees arriving in France. These backpacks contain basic daily items. The teacher can ask students to research the site and compare those backpacks with the refugee backpacks studied in class.

## 2) Mental map (WC)

Mental or heuristic map: It represents the authors train of thought, it needs to be organized. The point of interest is in the center and it is illustrated by either an image or a phrase. Ideas span out from the center and create colorful sub branches. Color coding reinforces organization in the map.

The proposed map is only a starting point: one can modify secondary branches, delete and add others based on answers from students. The teacher can briefly comment on the students' questions and ask them new questions pertinent to the topic.

This activity can be done in small groups. Student must use the provided documents to complete their mental map, present their maps, and later discuss their maps as a group. Each group must choose a specific topic from the film.

To go deeper:

- **The importance of immigration (OP)**

In order to teach and sensitize students on the topic of immigration, the teacher can ask students to research on the following topic: **“Why do we need immigration?”** Students are encouraged to read as much information as they can regarding immigration in Europe and the United States (increase in fertility rate, birth rates, deceleration or aging of populations, contribution of workforce, new talents and new educated citizens, cultural and linguistic enrichment, etc.). Students must then write an article on the subject with aims to publish it in on the school newspaper or on a class blog.



- **The Universal Rights of Man adopted in 1948 (WC)**

The teacher can also talk about respecting the Universal Rights of Man adopted in 1948 (See: <http://www.un.org/fr/universal-declaration-human-rights>). To improve written comprehension, the teacher can ask the students to analyze the law and compare it to the situations the characters in the film faced. What Rights were not respected in the film? To what extent can a restrictive policy in Europe or the United States lead to an infringement upon universal human rights?

Excerpt of the law:

Articles 1 et 2 : Nous naissons tous libres et égaux.

Articles 3 et 4 : Tu as droits à la vie; personne ne peut te priver de ta liberté ni te réduire en esclavage.

Article 5 : Personne n'a le droit de te torturer ni de te traiter de façon inhumaine.

Articles 6-8 et 10-11 : Tu as le droit d'être protégé par la loi, d'être défendu si tu es accusé et d'être jugé de manière juste.

Article 9 : Tu ne peux pas être arrêté, détenu ou exilé arbitrairement.

Article 12 : Tu as le droit d'avoir une vie privée et familiale tranquille.

Article 13 : Tu es libre de voyager, de quitter ton pays et d'y revenir si tu les souhaites.

Article 14 : Si tu es persécuté, tu as le droit de te réfugier dans un autre pays et d'y trouver asile.

Article 15 : Tu as le droit d'avoir une personnalité et la possibilité d'en changer.

Article 16 : Si tu as l'âge légal, tu as le droit de te marier avec qui tu veux et de fonder une famille protégée par la loi.

Article 17 : Tu as le droit d'avoir des biens et des objets à toi et personne ne doit prendre ce qui t'appartient.

Article 18 : Tu peux penser ce que tu veux; tu as le droit d'avoir une religion et d'en changer.

Article 19 : Tu as le droit d'avoir des idées différentes de celles des autres et de t'exprimer librement.

Article 20 : Tu es libre de te réunir avec d'autres ou de refuser de te joindre à eux.

Article 21 : Dès que tu as l'âge légal, tu as le droit de voter pour qui tu veux, et d'être toi-même candidat pour participer aux affaires de ton pays.

Article 22 : Tu as le droit de bénéficier de la protection et de l'aide de la société si tu en as besoin.

Article 23 : Tu as le droit au travail et à un salaire juste et équitable dans le respect de ta personne.

Article 24 : Tu as le droit de te reposer et de te distraire, ton travail doit t'en laisser le temps.

Article 25 : La société doit te donner les moyens de gagner suffisamment d'argent pour te nourrir, t'habiller, te soigner, te loger, toi et ta famille.

Articles 26 et 27 : L'école doit t'accueillir gratuitement pour t'aider à développer tes aptitudes

Articles 28, 29 et 30 : Tu as le droit à la paix et au respect de tous tes droits. Ta liberté ne doit pas gêner celle des autres.

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<http://www.liberation.fr/apps/2015/10/le-ptit-libe-migrants/#/4/>

<http://fr.wikipedia.org/wiki/Sangatte>

- Educational videos and news reports

<https://www.youtube.com/watch?v=G6sIsFjMs4o&feature=youtu.be>

<https://www.youtube.com/watch?v=G6sIsFjMs4o&feature=youtu.be>

<https://vimeo.com/138521715>

- Documentation about life conditions of refugees

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<http://www.1jour1actu.com/france/calais-quelle-ecole-pour-les-enfants-de-migrants-42950/>

- Refugee aid associations

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<https://www.amnesty.fr/>

- Lesson plans

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