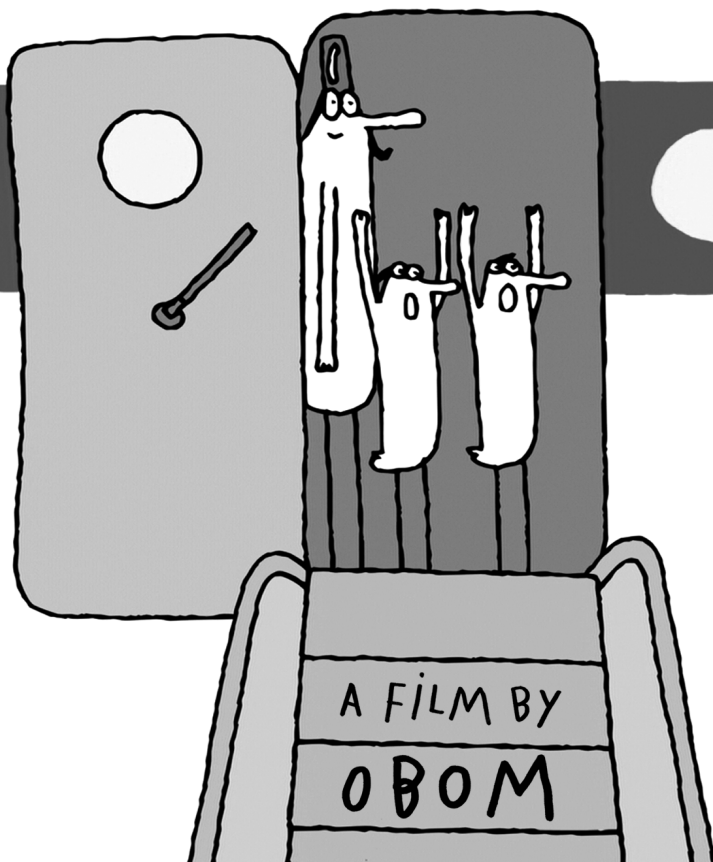


LESSON PLAN

# HERE AND THERE

A CHILDHOOD STRADDLING TWO CONTINENTS



A NATIONAL FILM BOARD OF CANADA PRODUCTION



Lesson plan prepared by Louise Sarrasin, Educator  
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# HERE AND THERE

Directed, written, animated and narrated by: **Obom**

Producer: **Marc Bertrand**

**Produced and distributed by the National Film Board of Canada**

2006 – 9 min

Technique: drawings on paper

**Information: 1-800-267-7710**

**Internet site: [www.nfb.ca](http://www.nfb.ca)**

# HERE AND THERE

## LESSON PLAN

### OBJECTIVE

To help students be aware that some children live on two continents and that there's a diversity of family models.

### TARGET AUDIENCE

Students aged 10 to 12

### CONNECTIONS

Languages  
Social sciences  
Arts education

### MATERIALS

White paper (flip chart type), ordinary white paper and plastic arts materials.

### SUMMARY OF LESSON PLAN

This lesson plan will get students thinking about children and teens whose lives are divided between two continents and about the issue of different family models. It will show them that each person is affected by his or her personal history and that there are different ways of reacting to the same event.

### START AND PREPARATORY ACTIVITY

#### My timeline

*Approximate duration: 45 minutes*

Begin the lesson with a discussion on what a *family* is in today's world. First, ask the students what the word *family* means to them. Ask them to name different family models

(one-parent family, nuclear family, etc.), then continue the discussion using the following questions:

- In what ways are the current family models alike or unlike?
- Can you describe the type of family your father or mother was raised in and say how it is like or unlike your family?

Ask your students to choose events that have affected their lives during the year, either positively or negatively. Get the students to draw a timeline on a sheet of paper (see model below) and fill in an influential event in the corresponding month, and add their reaction to that event (e.g. worry).

**My timeline** (from January to December)

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**JANUARY**

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**FEBRUARY**

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**One line per month from March to December**

Once they have done this, ask if anyone would like to share his/her events with the class. Continue the discussion with these questions:

- If one of your parents decided to move to another country, what would be your reaction?
- What do you think are the problems faced by children whose lives are divided between two continents?

## ACTIVITY

### **One childhood, two continents, one cultural identity!**

*Approximate duration: 60 minutes*

**STEP 1** Tell the class that the animated film ***Here and There*** was made by Obom, a visual artist. It's an account, both funny and serious, of her childhood spent between Montreal, Paris and Nice because of her parents' separation. Ask students what they know of these three cities. They can see if they were right or not at the end of the activity.

**STEP 2** Explain that each country has its own culture. You can see it in customs and types of food, music, language, clothes, sports, etc. Each person has some of the cultural characteristics of his or her country. It's called cultural identity. Get the students to explain how each would present his or her culture to a foreigner.

**STEP 3** Watch the film with your class up to the moment where Obom says: "We turned on all the bathroom taps, took off our clothes and sat in a drawer." Ask the students to guess what this might mean to Obom. Continue the film until the phrase: "I could not stop thinking about the banana I had forgotten at school." Ask about the meaning of this apparently innocent phrase that explains how the child feels when she has to leave France for Canada. Finish watching the film.

**STEP 4** Ask the students to form small groups and answer these questions:

- What are the visual or sound elements the filmmaker uses to describe her perception of Canadian and French culture? (E.g. Les Canadiens hockey sweater, French lycée, father's voice slowed down, etc.) And for her childhood? (E.g. Expo 67).

- Did the elements evoked by the filmmaker resemble your idea of these three cities? In what way?
- Would you have reacted differently from Obom? Explain.

## RECAP

*Suggested duration: 60 minutes*

Suggest that the students make a collage to describe their cultural identity. Show the collages in class.

## REFLECTIVE SHARING

Check that the students can explain the problems and emotions faced by a child who has to live on two continents. Have them describe how we all react in our own way. Ask for examples of family models.

### OTHER RELEVANT FILMS

#### **Tragic Story with Happy Ending**

A film by Regina Pessoa 2005 – 7 min 40 s

Audience: ages 10 to 12

#### **Stormy Night**

A film by Michèle Lemieux 2003 – 9 min 49 s

Audience: age 10 and over

#### **At Home with Mrs. Hen**

A film by Tali 2006 – 7 min 52 s

Audience: ages 8 to 10

**To order, call 1-800-267-7710**