

## **Antoine Lesson Plan**

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### **Objective**

Raise students' sensitivity about what it means to live with a handicap so as to encourage them to develop an open mind and see beyond another person's disability or difference. By making students familiar with this subject, this lesson plan will allow them to develop considerate and empathic behaviour towards other and to carry this over into other areas of their lives.

### **Target audience**

Students aged 12 to 17

### **Connections**

Ethics and religious culture  
Personal development  
Languages and literature  
Social sciences

### **Film required for the activity**

The documentary film *Antoine* (52 min)

### **Summary**

This lesson plan (*see Note 1*) will enable students to gain a better understanding of how people with a handicap, in this case, a visual impairment, must adapt to normal life on a daily basis. Students will discover how this handicap can influence their reactions to others, their wishes and even their dreams. In seeing the world through the eyes of Antoine, a five-year old child with a visual handicap, students will develop this awareness. They will watch him develop both at school and at home with his family and friends and even share his imaginary world. Through this approach, the lesson plan encourages students to develop an open mind and see beyond another's disability or differences. It will elicit the development of considerate and empathic behaviour towards others and promote this in other areas of their lives.

### **Start and preparatory activity: Using our senses to live a full life**

Approximate duration: 60 to 75 minutes

Before the activity, hand out the worksheet "Using our senses to live a full life" (Appendix I) to the entire class. Ask students to note down on the worksheet one action that they performed during the week using each of the five senses (taste, hearing, smell, sight, touch). Students are to briefly describe their sensations and feelings while performing each action. They are also to describe how they imagine they would feel if

they had lost each of their senses. Specify that the aim of this activity is to enable them to understand how important our senses are in our lives.

**Step 1:** To begin this activity, have students team up in pairs so that they can review the activity “Using our senses to live a full life” using the questions on the worksheet.

**Step 2:** Summarize the story of the documentary film *Antoine* to the entire class.

**Step 3:** Show the film from beginning to minute 3:26. Ask the class what their reaction is to Antoine’s comment “My eyes ended up at my fingertips, my ears, my nose and my mouth.”

**Step 4:** Continue watching the film up to minute 27:14 (*see Note 2*). Ask students to team up in pairs (*see Note 3*) to discuss these questions:

- What part of this documentary has made the greatest impression on you up to this point?
- How does the filmmaker choose to depict Antoine? Give some examples.
- In your opinion, what stereotypes do people often have of the visually impaired?
- How does Antoine succeed in learning about different things, given his handicap?
- What noises, sounds, or images in the film affected you the most? Why? How do they enable you to understand what Antoine experiences?
- What was your perception of handicapped people before you saw this film? And now? How did the preparatory activity influence you in how you perceived Antoine’s visual handicap?
- What is the role that imagination plays in Antoine’s life? In the lives of his friends? How do his family and his circle of friends react to that?
- What came to mind as you watched the opening credits?

In concluding the activity, point out the list of memories and non-memories that Antoine makes at the beginning of the documentary. Ask students to draw up their own list of three memories and three non-memories they have of their childhood up to the age of six during the week.

**Activity 2: Seeing with your heart:**

Approximate duration: 75 minutes

**Step 1:** With the entire class, review the students’ list of memories and non-memories that they had drawn up during the week. Ask them how living with a handicap might influence our memories.

**Step 2:** Continue watching the film until the end, reminding students to write down their observations on the “My Observations” worksheet in APPENDIX II.

**Step 3:** Ask students to return to their partners and continue the discussion using the following questions and their observation sheets:

- Which scenes in the film made a particularly strong impression on you? Why?
- How does Antoine seem to adapt to his handicap? How does his school help him in this process of adaptation? His family? His friends and neighbours?
- What skills does Antoine acquire in this documentary and how does he acquire them? How does his visual handicap influence his approach to learning?
- What made the greatest impact on you about Antoine's imaginary world? His wishes? Explain how age plays a role in Antoine's imagination and in his wishes.
- Describe how Annick accompanies Antoine in his learning process, her reactions to Antoine's bad mood. How would her behaviour and reaction be different from yours? How would they resemble yours?
- As citizens, what can we do to make life easier for people living with a handicap? Give a few examples.
- In your opinion, why did the filmmaker suggest that Antoine play a detective? What did the microphone enable him to do?
- How does the filmmaker use light and shade, time and movement in her documentary? In your opinion, what effects does she wish to elicit in the viewer?
- How would you describe Laura Bari's approach to sound in *Antoine*? To the screenplay? To the images? To the music? What does this approach tell you about the filmmaker's intentions? Give examples to illustrate your comments.
- What do the documentary's closing credits make you think about?
- Explain how this documentary plays a role in raising awareness and in educating viewers to become more open-minded and to see beyond a person's disability and difference.

**Step 4:** Conclude the activity by reviewing the discussions with the entire class.

### Recap

Ask students to make a drawing or create another artistic work with their eyes closed, so that they can experience firsthand how people with visual handicaps cope.

### Reflective Sharing

After completing the activities of this lesson plan, students ought to be able to:

- Describe certain challenges experienced by an individual living with a visual handicap;
- Give some examples of how the school environment and other environments may meet that person's needs;
- Use examples to explain how this documentary can play a role in raising awareness and in educating people to become more open-minded and to see beyond a person's disability and difference. \*\*

### Notes

1. This lesson plan is designed for students of various ages. You can easily adapt it to the level of your own students. Depending on the time you have available, you can do all or some of the suggested activities.
2. You can screen the entire film or simply choose some excerpts (*see excerpt segments in APPENDIX III*). Discussion ideas are listed for each excerpt.
3. We suggest that you give each student a specific task or role during team activities. For example: secretary, spokesperson, discussion leader, supply person, consensus builder, etc. You can use this role distribution during the entire lesson plan by alternating roles from one activity to another to enable students to experience different roles.

### **Webography (Please insert English language websites)**

Film's official Web site

<http://www.antoine-film.com/home.php>

The Montreal Association for the Blind

<http://muhc.ca/newsroom/article/montreal-association-blind-helping-muhc-provide-services-newborns-elderly>

Quebec Foundation for the Blind

<http://www.aveugles.org/indexe.php>

National Association for Parents of Children with Visual Impairments (NAPVI)

<http://www.spedex.com/napvi/>

Canadian Council of the Blind

<http://www.ccbnational.net/content/>

Canadian National Institute for the Blind

<http://www.cnib.ca/en/>

Canadian National Society of the Deaf-Blind

<http://www.deafblindcanada.ca/>

You've Got Braille - an introduction to Braille for kids (includes Braille translator)

<http://pbskids.org/arthur/print/braille/>

Braille Institute

<http://www.brailleinstitute.org/>

## Documents

Claude Lafleur. « Pour un monde mieux adapté à tous », *Le Devoir*, 31 janvier 2009.

<http://www.ledevoir.com/societe/sante/230439/quebec-pour-un-monde-mieux-adapte-a-tous>

Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche, France. *Guide pour les enseignants qui accueillent un élève présentant une déficience visuelle.*

[http://media.eduscol.education.fr/file/ASH/35/7/guide\\_eleves\\_deficients\\_visuels\\_116357.pdf](http://media.eduscol.education.fr/file/ASH/35/7/guide_eleves_deficients_visuels_116357.pdf)

« Mythes, préjugés et réalité », publié sur le site du Centre d'aide aux étudiants, Université Laval.

<http://www.aide.ulaval.ca/sgc/pid/1874>

## APPENDIX I Using our senses to live a full life!

Your five senses are called upon at every moment of your life in all the actions that you do. During this week, note down the especially striking actions that you did by making use of each of your senses. Use the following examples as a starting point:

Taste – Food you ate that tastes sweet, bitter, sour, spicy, or bland.

Smell – A subtle, pleasant, surprising odour that tickled your nose.

Hearing – A loud, soft, sharp, melodious sound that you heard.

Sight – An image, landscape, photo, object, etc. that you saw.

Touch – A rough, soft, hot, cold object you picked up or stroked.

	Action	Sensation	Emotion	If I was deprived of
Taste	I tasted			
Smell	I smelled			
Hearing	I heard			
Sight	I saw			
Touch	I touched			

With your teammate, discuss what you experienced with your five senses throughout the week. Use the following questions as a starting point:

- What action did each of you perform using each of your five senses? What made the biggest impression on you regarding the emotions and sensations you experienced with each one?
- If you lost one of your senses, how would you feel? Why?
- In your opinion, what is the most important sense for human beings? Why?
- If you know a person living with a handicap, describe the handicap. How do you perceive this person?
- How does society adapt to persons living with a visual handicap? Explain.

## APPENDIX II Observation chart

While watching the film, pay special attention to how Antoine acts, acquires skills and knowledge, makes friends, expresses himself, and reacts, taking into account his handicap. Use this worksheet to note down your observations during and after the screening.

1. While watching the film, choose three of Antoine's actions that made a strong impression on you.
2. Briefly describe each scene and be specific about the place where Antoine is at that particular moment.
3. Write down in the table an image or a sound (various sounds, music, etc.) that the director has chosen to illustrate this scene. Write down a word spoken by Antoine, if applicable.
4. Be specific in describing how these images, sounds and words affect you as a viewer.

Scene and Place	One Image	One Sound	One Word	Effect on you

APPENDIX III Excerpts from the video *Antoine* and discussion topics

Excerpt	Description	Topics for Discussion
00:00 to 03:25	Opening credits. Antoine is blind... He thinks about a list of memories and non-memories that he keeps of his birth (he was born prematurely).	<ul style="list-style-type: none"> <li>• Premature birth and possible consequences for learning.</li> <li>• What our memory keeps and rejects from our childhood.</li> </ul>
03:26 to 06:15	Antoine is five years old and is pretending to be a detective. He wants to find Mrs. Rouski who has asked him for help. He starts the car and embarks on his mission.	<ul style="list-style-type: none"> <li>• A child's imagination and the influence his visual handicap has or does not have on it.</li> </ul>
06:16 to 09:25	Antoine takes attendance at school; the first names are added to the attendance sheets in Braille. Antoine learns his ABCs in Braille. His role as a detective develops his imagination.	<ul style="list-style-type: none"> <li>• The adaptations schools must make if they are to meet the needs of handicapped children to facilitate their integration into the classroom.</li> <li>• How children learn Braille.</li> <li>• The presence of Braille in society.</li> </ul>
09:26 to 13:50	The mission to find Mrs. Rouski continues with Maëlle and Julietta. The children find clues in the natural surroundings.	<ul style="list-style-type: none"> <li>• The role of children in Antoine's imaginary game.</li> <li>• Possible conflicts between friends in how they see the game</li> </ul>
13:50 to 14:30	Antoine is in a dark room with his parents. He is in a bad mood and hits his father until he is told, "Go and see you mother."	<ul style="list-style-type: none"> <li>• The frustrations that may be experienced by a child and his/her difficulties in expressing them.</li> <li>• Reactions of parents when faced with a child's opposition.</li> </ul>
14:30 to 15:37	Antoine lifts the curtain and touches the window of his bedroom. Then speaking through a fence at school, he asks his friends who are playing in the schoolyard questions about his mission.	<ul style="list-style-type: none"> <li>• Games in which a visual handicap makes a difference, games in which it does not.</li> <li>• Friendship as experienced by children.</li> </ul>
15:37 to 19:06	Antoine pursues his mission to Vietnam: he goes to the airport with his two friends. They want to catch Mrs. Rouski by using one million lemons.	<ul style="list-style-type: none"> <li>• The images which children can have of their country of birth and the memories they have of their grandparents.</li> <li>• Various facets of the imagination.</li> </ul>



19:06 to 20:12	Antoine is looking for Mrs. Rouski everywhere under a viaduct. Then, he continues searching with his friends. Suddenly he sees her in the water, but his friends tell him that it's not true. Mrs. Rouski appears in the water.	<ul style="list-style-type: none"> <li>• Children's different imaginations.</li> <li>• Disputes arising when children perceive things differently and how to resolve the conflicts.</li> </ul>
20:12 to 22:11	Antoine is painting at school. The teacher tells him that his apron smells bad. Antoine finally agrees that his apron stinks. He likes the colour orange "because it's good."	<ul style="list-style-type: none"> <li>• Colour perception and painting with a visual handicap</li> <li>• The adaptations schools must make if they are to meet the needs of handicapped children to facilitate their integration into the classroom.</li> </ul>
22 :11 to 25:42	Antoine creates crayon drawings with his friend in order to find Mrs. Rouski. He types information on his Braille typewriter. Together, they put posters up on poles.	<ul style="list-style-type: none"> <li>• Drawing, painting and writing with a visual handicap.</li> <li>• Children's complicity when playing a game.</li> </ul>
25:42 to 27:14	Antoine celebrates Halloween and his birthday. He loses a tooth.	<ul style="list-style-type: none"> <li>• Holidays experienced by Antoine in relation to his cultural identity.</li> <li>• Magical thinking in children.</li> </ul>
27:14 to 27:51	Antoine is at school. He realizes that he has grown taller this week. He just turned six. He learns how to read.	<ul style="list-style-type: none"> <li>• Children's awareness of growing.</li> <li>• Learning to read with a visual handicap.</li> </ul>
27:51 to 30:33	At school Antoine is learning arithmetic. He is in a bad mood.	<ul style="list-style-type: none"> <li>• The various way of learning with or without a visual handicap.</li> <li>• How schools and families can help make learning easier.</li> <li>• Difficulties that children may have in expressing their bad moods and how they show them.</li> </ul>
30:33 to 32:22	Antoine continues his mission. Without meaning to, he bumps into his friend, who then scolds him. Angrily Antoine replies that he is no longer her friend. At school, he and his teacher, Annick, discuss his behaviour.	<ul style="list-style-type: none"> <li>• Different ways of resolving conflicts between children.</li> <li>• Adults' role as mediator in children's disputes.</li> </ul>

32:22 to 35:02	The detective – journalist continues his mission. Antoine celebrates his birthday with his friends, one of whom also has a visual handicap.	<ul style="list-style-type: none"> <li>• Going from age 5 to 6 as a stage of growth.</li> <li>• Children helping each other.</li> <li>• Complicity with a child who has the same handicap.</li> </ul>
35:01 to 35:59	Antoine takes up his mission again in the streets of Montreal. It is snowing.	<ul style="list-style-type: none"> <li>• A child’s imagination.</li> <li>• How cities do or don’t adapt to the needs of handicapped persons.</li> </ul>
35:59 to 39 :30	Antoine acquires other skills at school: gym and crayon body outlines. Trying out the computer using adapted software.	<ul style="list-style-type: none"> <li>• How a handicapped child envisions his/her body.</li> <li>• The role technology plays in the life of persons with visual handicaps.</li> </ul>
39:30 to 41:01	Karaoke at home with the Hoangs.	<ul style="list-style-type: none"> <li>• Family life.</li> <li>• The Hoangs and their relationship with their culture.</li> <li>• The relationship of students to their own culture.</li> </ul>
41:00 to 42:40	Antoine plays games. He learns how to skate.	<ul style="list-style-type: none"> <li>• The importance of play for five-year olds.</li> <li>• Learning a sport such as skating with a visual handicap.</li> </ul>
42:40 to 43:35	The mission continues. Antoine looks for Mrs. Rouski in mountains and rivers.	<ul style="list-style-type: none"> <li>• Our imagination and its endless possibilities.</li> </ul>
43:35 to 44:18	Antoine is tinkling the ivories. Then we see him patting a horse. He talks about being afraid, “We can’t know everything; we can’t touch everything.”	<ul style="list-style-type: none"> <li>• How the world is perceived when living with a visual or other handicap.</li> <li>• How a child expresses fear and what provokes fear.</li> </ul>
44:18 to 47:51	Other clues for Antoine the detective. He places lemons on a sculpture he receives from Mrs. Rouski. He is relieved.	<ul style="list-style-type: none"> <li>• The imagination and its multifaceted possibilities.</li> </ul>
47:51 to 52:00	Closing credits. Antoine introduces himself. The children discuss how they perceive him.	<ul style="list-style-type: none"> <li>• Our perceptions and what can influence them.</li> <li>• The different perceptions that others have of us.</li> </ul>