



*A Sunday  
at 105*

*A film by Daniel Léger*

**LESSON PLAN**

A NATIONAL FILM BOARD OF CANADA PRODUCTION



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# *A Sunday at 105*

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Producer: **Murielle Rioux-Poirier**

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

2007 – 13 min 20 s

**INFORMATION: 1-800-267-7710**

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

# A Sunday at 105

## LESSON PLAN

### **OBJECTIVE**

To help students become aware of the reality of senior citizens through the history of someone who is 105 years old.

### **TARGET AUDIENCE**

Students age 12 to 16

### **CONNECTIONS**

Languages - Social sciences - Arts and culture

### **SUMMARY OF LESSON PLAN**

This lesson will help students to think about the reality experienced by elderly people and better understand the different stages of life. They will also see that the story of a life lived serves the collective memory of a society.

### **PREPARATORY ACTIVITY:**

#### **Defining age!**

*Approximate duration: 45 minutes*

Ask your students to bring photos or illustrations of senior citizens to class. They can be of people they know (grandparents, neighbours, etc.) or strangers. Those who wish to show their photos and illustrations to the rest of the group may do so. Display the photos on the wall. Continue the discussion with the help of the following questions:

- At what age do you think old age begins?
- How would you describe the person in your photograph or illustration (age, physical state, mental state, daily activities, etc.)?
- What are the first things you notice when you look at these photos and illustrations? What differences and similarities do you see among these people?

- What do you think of the place given to the elderly in today's society?

## **ACTIVITY:** **Life at 105!**

*Approximate duration: two 1-hour periods*

### **FIRST PERIOD**

**STEP 1:** First, ask each student to imagine themselves at 105. Have them write a few lines describing how they might spend a Sunday, from morning to night.

**STEP 2:** The students can be divided up into teams of four for a role-playing game and take turns presenting one of these activities. When this step is finished, have the whole class review the experience using these questions as a starting point:

- What led you to choose this particular activity?
- What are the main similarities and differences between your activity and those of your teammates?
- How did the role playing change your perception of old age?

**STEP 3:** Watch the film with your class up to the moment when Aldéa Pellerin-Cormier says: "I was born September 11, 1901." Encourage your students to give their preliminary impressions of this character. Continue the discussion:

- At the beginning of the film, the old woman is putting on make-up. What does her desire to look pretty show?
- What do you think she will do after she has finished putting on make-up? What other activities can she do afterwards?

Continue watching until she says "Watch it. I'm gathering speed!" Discuss with the class what action they had thought she was going to do, and have them compare that with what she actually does (stationary bike). Finish watching the film and start a discussion about Aldéa P. Cormier's other activities throughout the film:

- How are this 105-year-old woman's activities similar to or different from those you imagined?

- What influences our perceptions of old people?
- What factors can affect someone's longevity?
- How are your Sunday activities different or the same as hers?

## SECOND PERIOD

Watch the film again and explain to each team that they have to find the themes that it introduces (religion, education, etc.). Each team will have to write down one or more words spoken by the character, as well as the sound and visual elements linked to that particular theme. Consult the following table for examples.

<b>Story theme</b>	<b>Aldéa's words</b>	<b>Sound elements</b>	<b>Visual elements</b>
<i>Time</i>	<i>The world turns fast, really fast. That doesn't bother me. I travel at the same speed. They broke the stars of time. (the Americans)</i>	<i>Tick-tock of clock</i>	<i>She walks with her hand on her hip; she uses a cane outside.</i>
<i>Sexuality</i>	<i>The butterfly makes love on flowers. Man makes love under the covers.</i>	<i>Lively music</i>	<i>Shot of bedspread</i>
<i>Death</i>	<i>Afraid of dying at 105? I've little time left in this world.</i>	<i>Peaceful music</i>	<i>She rocks in her chair, stroking her fingers; she seems to meditate</i>
<i>Education</i>	<i>I'm not knowledgeable.</i>		
<i>Politics</i>	<i>I'll go to heaven Liberal.</i>		
<i>Religion</i>	<i>There is no hell.</i>		
<i>Other</i>			

- What sound and visual elements reinforce the story?
- What motivations do you think the director had in making a film about his great-grandmother?

- How does Madame Cormier assess her life?
- What did this film teach you about old age? What are the benefits of a life story in our society?
- How would you feel if someone did a film about you?

## RECAP

*Suggested duration: 1 hour*

Suggest to your students that they do a life story about a senior citizen (in the form of a short video, a news item, a story, etc.).

## REFLECTIVE SHARING

Ask your students to give examples of some of the characteristics (both mental and physical) of old age. Have them compare the activities of young people their age with those of the elderly.

### RELATED NFB FILMS

#### **A Strange Hat**

A film by Mélanie Léger 2007 – 13 min 43 s

Audience: Ages 10 to 16

Connections: Languages and literature – Social sciences – Arts and culture

#### **Sleeping Betty**

A film by Claude Cloutier 2007 – 9 min 14 s

Audience: Age 10 and over

Connections: Languages and literature – Arts and culture – Social sciences

#### **Wonder Women**

A compilation of 7 animated films featuring a bunch of ladies raring to go.

2004 – 69 min

Audience: Ages 13 and over

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