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OFFICIAL SELECTION
ANNEX 2024
EVENT SCREENINGS

OFFICIAL 2025 SELECTION
NEW YORK INTERNATIONAL
CHILDREN'S FILM FESTIVAL



FOR PRIMARY CLASSES, 2ND YEAR OF CYCLE 1, CYCLE 2 AND 3



HOLA FRIDA is available for on-demand school screenings in all cinemas

Contact your local cinema and ask about scheduling a screening for your group. Here are our tips for this step:

- Anticipate the questions the cinema staff will ask you: number of students, number of accompanying adults, desired date, time.
- It's important to note that a film doesn't have to be showing to be scheduled for a group. You can request a screening at any time, regardless of the regular schedule.
- Cinemas often have group rates, so don't hesitate to combine several classes!

If you want to organize a screening directly in your school, contact Maison 4:3 at the following address: cecile@maison4tiers.com

HOLA FRIDA

Genre: Animation Duration: 82 min

This is the story of a little girl who is different. Her world is Coyoacán, Mexico. Sparkling, vibrant, everything interests her. And when trials arise, she faces them with an overflowing imagination. The little girl is called Frida Kahlo!

IN THEATERS APRIL 4

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Teacher's workbook

The following activities are aimed at primary school students.
2nd year of Cycle 1, Cycle 2 and 3. They allow you to work on
different areas such as the arts, the social world, French and
culture and citizenship.

These activities are structured around four themes:

- understanding the film
 - discovering Mexico
 - the life of Frida Kahlo
- raising awareness of disability and inclusion

Pre-film activities

ACTIVITY 1: THE POSTER

Before the film

The film poster gives viewers information, creates a horizon of expectation and helps children enter the film's cinematic universe.

Project the poster on the board or print it out and hand it out.

In groups or as a whole class, ask students the following questions.

- What's the film's title?
- Describe everything you see?
- Who are the characters on the poster?
- Who is the main character?
- What plants/objects do you recognize?
- What colors predominate?
- Where do you think the film is set? Why?
- What story do you think it tells?

Record students' comments and hypotheses on a poster, then read the synopsis and watch the trailer.

This is the story of a little girl who is different. Her world is Coyoacán, Mexico. Sparkling, vibrant, everything interests her. And when trials arise, she faces them with an overflowing imagination. The little girl is called Frida Kahlo!

After the film

Review the film, comparing it with your pre-screening notes and going back to the poster.

Hand out worksheet 1 and have students identify all the elements that become clear after watching the film.

The film dictionary can be used to expand specific vocabulary.

ACTIVITIES TO UNDERSTAND AND MEMORIZE THE FILM

To begin studying the film and make sure students understand it, the following activities suggest working on the film's chronology and characters, then ending with a quiz and the creation of a film review sheet (activities 2, 3, 4 and 5).

Activity 2: The chronology of the story

The aim of this activity is to recall the different moments in the film and begin to memorize the important moments in Frida Kahlo's life.

Ask students to put the images in the right order, using the captions as a guide.

Distribute [worksheet 2](#).

Activity 3: The characters

The aim of this activity is to get to know Frida Kahlo and her family better.

First, show the various character portraits and ask students to identify them ([worksheet 3a](#)), then associate each of the 4 main characters with a short text introducing them ([worksheet 3b](#)).

Depending on the level of the students, this activity can be carried out as a group, in small groups or independently.

To take this a step further, it would be useful to work on the two characters who belong to the world of the imaginary (Death and Frida's double), to ensure that the students have a clear understanding and to clear up any ambiguities.

This part of the activity can be carried out collectively, using [worksheets 3c and 3d](#).

Here are some possible questions for each character

Who is this character? Can you describe him/her?

When does he appear? Does he really exist?

What is this character's role? What emotions does Frida feel in the presence of this character?

This reflection on the double can be continued in Activity 12 with the self-portraits (Frida paints her reflection in the mirror) and the painting *The Two Fridas*.

Activity 4: Quizzes

This activity is a fun way to work on reading and memorizing the various elements of the film.

There are multiple ways to approach this: as a group, where one student selects a card, reads the question, and quizzes a classmate; in small groups; or as a daily morning routine over several days.

Photocopy [Sheet 4](#) and cut out the cards to create a question-and-answer game.

Activity 5: Film criticism

What is a film review?

Objectives:

- Question students' practices as viewers
- Identify the different media that guide us to the cinema
- Write a review (worksheet 5)

PHASE 1: QUESTIONING PRACTICES

This initial introduction to film criticism leads to a broader questioning of what leads us to films, on the big or small screen. Apprentice critics will be able to talk about their personal practices by answering the following question:

What makes you want to see a film?

We'll let the students answer freely, while listing their suggestions.

Possible answers: the poster, the trailer, the subject, the opinion of someone close to you, the actors or actresses in the film, the promotion seen on TV or on the Internet, reading a review...

PHASE 2: DEFINING FILM CRITICISM AND ITS MEDIA

If the concept of film criticism has not already been mentioned, discuss it with them and then define it.

Simple definition: A film review is a text in which the author shares his or her opinion, positive or negative, on a film he or she has seen.

Students tend to think that a review is always negative, which is how they generally use the word in everyday life.

Then quickly list the different media used for film criticism:

Where can you find film reviews? print media, websites, radio, TV, blogs, podcasts

PHASE 3: "FILM REVIEW" ACTIVITY

"Warm-up exercise for oral criticism"

Launcher: What do you think of the film we've just seen?

To begin familiarizing themselves with the critical exercise, students can take turns expressing their opinion on the film *Hola Frida*.

Ask questions to encourage students to argue their opinion, with the aim of moving beyond the "I like it" / "I don't like it" stance.

Then have students individually complete the Film Criticism worksheet (see Student Worksheet 5). This will also provide a record of the film (like a book review).

ACTIVITIES TO DISCOVER MEXICO AND ITS CULTURE

The film *Hola Frida* is set in Mexico, a country full of color and tradition.

To go further and understand some of the film's scenes, the following activities help you discover Mexico and its culture (activities 6, 7, 8 and 9).

Activity 6: Locate Mexico

Locate Mexico on the class map and start a discussion with questions.

Do you know Mexico? What is the country's language? What is its capital? Name traditions or celebrations you know, what dishes, etc. (based on the class' experience)?

Here's a short introduction to Mexico to stimulate discussion.

Mexico is a country in North America, famous for its rich and colorful culture. Mexico City, its capital, is a vibrant metropolis filled with markets, museums and ancient buildings. In Mexico, we speak Spanish and often use words like "amigo" to mean "friend".

Mexico's landscapes are incredible! There are beautiful beaches with fine sand, tropical forests, mountains and even deserts. You can also visit mysterious pyramids, built thousands of years ago by ancient peoples such as the Mayans and Aztecs. These pyramids are still standing today, and many people come from all over the world to see them!

Mexican food is delicious. You'll eat tacos, burritos and enchiladas, often accompanied by guacamole, an avocado-based preparation. But beware: some dishes are very spicy!

Last but not least, Mexico's festivals are joyous and colorful. "Día de los Muertos" (Day of the Dead) is a very special holiday when families gather to remember their departed loved ones, with colorful decorations and skull-shaped candies.

Distribute **Worksheet 6** to review and memorize the information you've learned about Mexico.

Activity 7: El Día de los muertos

Explain this holiday to students using the following text.

Día de los Muertos, or Day of the Dead, is a very important holiday in Mexico. It takes place on November 1 and 2 every year. During these two days, families gather to honor their deceased loved ones. Rather than being sad, this holiday is joyous! Homes and cemeteries are decorated with colorful flowers, especially orange marigolds called *cempasúchil*, which are the traditional flowers of the holiday.

Families also create *ofrendas*, altars on which they place photos of the departed, candles and objects they loved. There are also *calaveras*, colorful sugar skulls, decorated skeletons, and typical dishes such as *pan de muerto*, a special bread for this occasion. According to tradition, the souls of the deceased come to visit their families and enjoy the festive atmosphere.

This celebration shows the importance of family and respect for ancestors, in an atmosphere of celebration and joyful remembrance.

Distribute Worksheet 7.

As an extension, distribute coloring pages on the theme of *Día de los Muertos* and discuss the various symbols of the holiday (skulls, flowers, candles). This will combine cultural learning with a fun activity.

Activity 8: Traditional Mexican dishes

Mexico is famous for its colorful, spicy dishes.

Ask students if they know any Mexican dishes, or if they remember any dishes from the film.

Distribute Worksheet 8.

As an extension, propose a culinary workshop involving the preparation of one of the recipes on the sheet, making sure of course to respect the recommendations of the Ministry of Education and to take into account any allergies the students may have.

Activity 9: Learning Spanish with Frida

The language spoken in Mexico is Spanish. Throughout the film, words are spoken in this language by various characters, including in the theme song.

This can be a good starting point for memorizing vocabulary.

As a first step, ask students if they recognize any words they know in Spanish, and list them.

The worksheet can be enlarged and the images used as flashcards to help memorize vocabulary.

Distribute Worksheet 9.

ACTIVITIES ABOUT FRIDA KAHLO, THE ARTIST

Activity 10: Frida Kahlo's identity card

Objective: Summarize key information about Frida's life in a fun, visual way.

Procedure (30–35 minutes)

1. Review and discussion of the film (10 minutes)

After watching the film *Hola Frida*, which explores part of Frida Kahlo's life, and with the help of **Worksheet 10**, ask students to note the key information:

- Her first and last names.
- Her date and place of birth.
- A significant event in her life (illness, accident).
- A feature of his art, as shown in his notebook and at the beginning and end of the film with his last painting *Viva la vida* (self-portraits, bright colors, symbols).

2. Creation of identity card (25 minutes)

Complete worksheet 10, noting key information (name, date of birth, etc.). Then, in the space for writing "One important thing to know about Frida", each student chooses one element of Frida's life that they think is important. Then each student reads what they've written down. This will allow us to return once more to the key events in Frida's life and to the film.

Activity 11: La Casa Azul

Objective: Explore the world of Frida Kahlo by discovering her home-studio, *La Casa Azul*.

1. Introduction to Casa Azul (15 minutes)

- Show photos of Casa Azul, Frida Kahlo's home in Coyoacán, Mexico. It closely mirrors the drawing in the film.
- Describe the importance of this house: a place where Frida lived, found inspiration and created her artwork.

2. Observation guidée (15 minutes)

- **Distribute Worksheet 11 with photos and images from the Casa Azul film.**
- Questions for students
 - What objects do you see?
 - What colors are used?
 - What do these elements tell us about Frida?

3. Art activity (20 minutes)

- Students draw their own "artist's house" inspired by Casa Azul: they can include bright colors, plants, and objects that represent them.

Activity 12: Frida, a free and inspiring woman

Several scenes in the film show Frida as a free-spirited little girl who wished to wear pants, study and become a doctor – all things disapproved of by the Mexican bourgeoisie of the time. This is an opportunity to launch a class debate on the subject of equality between girls and boys.

Open the debate by explaining that girls and boys can dream, learn and do the same things. Sometimes we still hear phrases like “that job’s for boys” or “that activity’s for girls”. Do you think this is true?

Activity 13: Frida and her self-portraits

Objective: Discover the characteristics of Frida Kahlo’s self-portraits and create one inspired by her style.

1. Analysis of a self-portrait (15 minutes)

- Present “Self-portrait with thorn necklace and hummingbird”.

Project or print worksheet 12a.

- Ask participants to observe the details:
 - What do we see (face, animals, natural elements, colors, etc.)?
 - How does Frida represent herself?
 - What do you feel when you look at this painting?

2. Discussion of the self-portrait (10 minutes)

- Remind students that Frida used her self-portraits to express her emotions and tell her story.
- Ask students, “Why do you think Frida made so many self-portraits?”

3. Creative activity (25 minutes)

- Students create a self-portrait inspired by one of Frida Kahlo’s self-portraits:
 - Colored or symbolic background (natural elements, animals...).
 - Use a mirror to draw their face.
 - Add personal details (favorite object, color they like...) or decorative elements cut out on worksheet 12b.

4. Creative activity (25 minutes)

Project or print out Worksheet 12c to observe various Frida Kahlo paintings and point out the recurring motifs in her art: nature, animals, bright colors and Mexican influences, duality and self-portraits.

Conclude with this sentence from Frida Kahlo:

“I paint myself because I am often alone and I am the subject I know best”.

Activity 14: The film's song

The French song from the film, performed by Olivia Ruiz, could be the subject of a music education session. You can listen to it by following this link:

<https://youtu.be/3owYz4aPjXc>

Objective: Learn a song and work on listening, memorization and vocal control.

1. Warm-up (5 minutes)

- Vocal warm-up:
 - Simple, fun exercises:
 - Inhale deeply and exhale slowly, breathe in the scent of an imaginary flower, blow out a candle without extinguishing it, and then blow out the candles of a birthday cake.
 - Perform vocalizations ("la-la-la", "mi-mi-mi" sounds, imitate a bee, a rocket, a car).
 - Articulate in amusing phrases or tongue twisters.

2. Discovering the song (10 minutes)

- Active listening:
 - Play the song in its entirety.
 - Ask questions: "What do you feel?", "What instruments do you hear?", "What words or phrases stand out for you?"
- Quick analysis:
 - Identify the parts (verse/chorus).
 - Evoke the theme or emotions conveyed.

3. Progressive learning (20 minutes)

- Learning the chorus :
 - Read the words of the chorus together.
 - Repeat phrase by phrase with the teacher, then sing the whole chorus.
- Learning the verses:
 - Read the lyrics aloud.
 - Repeat phrase by phrase, respecting the rhythm.
 - Sing an entire verse, then link it with the chorus.
- Rhythmic and melodic work:
 - Beat the rhythm with your hands or a simple instrument (tambourine, claves).
 - Repeat difficult passages, emphasizing complex notes or syllables.

4. Consolidation and fun (10 minutes)

- Group singing:
 - Sing the whole song together, with or without musical accompaniment.
- Add a playful dimension:
 - Suggest a vocal game (alternate groups singing the verse or the chorus).
 - Mimic or illustrate the lyrics with gestures.

5. Conclusion and cool-down (5 minutes)

- Repeat the chorus one last time in a quiet whisper.
- Discuss with students: “Did you like the song? Why?”

Worksheet 13 contains the song's lyrics.

DISABILITY ACTIVITIES

Working with students on the theme of disability encourages empathy, understanding and inclusion.

The film *Hola Frida* is a great way to start a discussion on this topic.

Activity 15: What is a disability?

Start a discussion on the theme of disability raised in the film.

Note: It's important to let students express their impressions, and even their misunderstandings or fears, so that you can better support them.

They're likely to talk about little Frida's illness, and this time will provide an opportunity to explain what poliomyelitis is.

What is poliomyelitis?

Poliomyelitis, often called "polio", is a disease caused by a virus. This virus attacks the muscles and can make the legs or arms very weak. Sometimes, it can even make it impossible to walk or move normally. In severe cases, polio can make breathing difficult.

Many children used to fall ill from polio. But today, thanks to vaccines, the disease has almost disappeared worldwide.

Once cured, Frida returns to school.

How does her illness affect her body?

How is she received by her classmates?

Distribute Worksheet 14 as a basis for discussion.

Ask students what they would do to help this character if he were their classmate, and how they would feel in his place.

Discuss certain moments in the film, then define disability.

The bus accident marks the beginning of a long convalescence, but Frida will suffer the consequences of the accident for the rest of her life, using a wheelchair (as seen at the beginning and end of the film).

What is disability?

Disability is when a person has difficulty doing certain things that others can do easily. These difficulties may be related to the body, such as problems in walking, seeing or hearing, or to the brain, such as difficulties in learning or understanding certain things. Disabled people may need help or adaptations to take part in activities like everyone else.

Activity 16: Inclusion and benevolence charter

The aim of this activity is to raise students' awareness of disability and the values of inclusion and respect for differences.

It takes place in two stages:

1. Creation of an "inclusion and benevolence charter" in class. Students propose rules to help and include everyone in games, activities and daily exchanges.
2. Illustration of this charter with drawings representing mutual aid situations.

Depending on the level of the students, either have them write out the charter, or list the proposals and give the adult a charter based on the proposals.

Here's a detailed outline of the session:

Learning objectives

- Raise students' **awareness** of caring and inclusive behavior.
- **Promote** respect and mutual aid within the class.
- **Encourage** the expression of ideas on how to help and include everyone, whatever their situation.

Materials required

- Sheets of paper or post-it notes
- Pencils, markers and drawing materials
- Support for displaying the final charter (large-format sheet or poster)

Sequence of events

I/ Introduction and setting the scene (10 minutes)

1. Begin with a discussion on the theme of respect and compassion:

- **Starting question:** "What does it mean to be kind to others?" or "Why is it important to respect everyone's differences?"
- Encourage students to give concrete examples of kindness behavior (such as helping someone up, listening to others without mocking, etc.).

2. Introduce the session objective:

- Explain that students will be creating an **Inclusion and Caring Charter** for their class, as a reminder of how they can all contribute to an inclusive and respectful environment.
- Explain that this charter will help everyone feel accepted and supported, especially those who may need extra help.

II/ Group reflection on inclusive behavior (15 minutes)

1. Divide the class into small groups (3–4 students per group).

2. Explain what inclusion is

- *What is exclusion?*

Exclusion rejects anyone because of a difference (skin color, disability, gender, etc.) and is equated with discrimination. It's a notion of rejection or exclusion, such as not being able to take part in certain types of activity (school, games, work...).

- *What is integration?*

Integration forces excluded people to become part of society, but limits their exchanges. Society accepts their participation in an activity, but without mixing, bonding and sharing. It's an intermediate stage between exclusion and inclusion. For example, an integrated school is one in which children with different needs (disability, educational delay, etc.) are welcomed into the same school but in separate classes, with dedicated teachers. While this may sound positive, integration does not necessarily guarantee real, lasting inclusion.

- *What is inclusion?*

Inclusion goes beyond integration, giving everyone their place in society and respecting their individuality. Barriers come down, society is transformed, and everyone finds their place. It's not up to individuals to change, but to society as a whole.

Worksheet 16 proposes the inclusion diagram created by Humanité et Inclusion (formerly Handicap International).

3. Give each group an assignment: they are to think about and write down **3 to 5 rules or caring actions** they can put into practice to help, include and respect others in the classroom.

- Example of instruction: "Imagine that a new student joins the class and is a bit different. What rules could we include in our charter to ensure they feel comfortable and included?"

4. Encourage groups to think of different kinds of situations in which they could help or include someone, such as:

- At playtime,
- During group work in class,
- When someone encounters a difficulty (such as not understanding an exercise or having difficulty getting around).

5. Students record their ideas on post-it notes or sheets of paper for each group.

III/ Pooling ideas and drawing up the charter (15 minutes)

1. **Collect the proposals from each group** and write them on the board. Encourage students to briefly explain their ideas, to make sure everyone understands them.
2. **Debate and rephrase** with students, if necessary, to achieve simple, clear and positive sentences. For example: :
 - “We help those who need it.”
 - “We play with everyone.”
 - “We listen to others without making fun of them.”
 - “We respect each other’s differences.”
3. **Together, select the final rules** to make up the final charter (5 to 8 rules are ideal)
 - You can decide on the structure of the charter by incorporating elements that the students find important, and validating them collectively.

IV/ Illustrating and decorating the charter (5 minutes)

1. Once the charter has been finalized, invite students to **add drawings or small illustrations** around the rules to make it lively and colorful.
2. **Suggest that they draw characters** performing kindness actions, or symbols of respect and inclusion (e.g., shaking hands, hearts, etc.).

Closing session and final reflection (5 minutes)

1. **Reread the charter** together as a class, asking students if they understand each rule and if it seems feasible to them on a daily basis.
2. **Encourage personal commitment:** ask each student to think of an action he/she could take this week to apply one of the rules in the charter.
3. **Post the charter:** display it prominently in the classroom, so that it becomes a daily reference. You can come back to it to reiterate the rules when necessary.

Possible extensions

- **Weekly follow-up:** review the situation each week, asking students if they’ve seen any kind or inclusive behavior in the classroom.
- **Add to the charter as the year progresses:** if new ideas emerge, ask students to add new rules as they go along.
- **Rituals of kindness:** institute a ritual where students can thank or praise a classmate who has been particularly kind or inclusive.

Worksheet 15 contains a pre-written charter to serve as an example.

Activity 17: The kindness Tree

Another classroom activity to get students thinking about the kind and inclusive behaviors they can adopt.

- **Quick description:** Set up a large leafless tree trunk drawn on a wall and distribute cut-out leaves in the shape of a tree leaf or heart to the students. Each student can write down a caring action or gesture of inclusion they could do, then stick their leaf on the tree.
- **Possible follow-up:** This tree can evolve over the weeks, and students can add new leaves when they perform a caring or inclusive action.

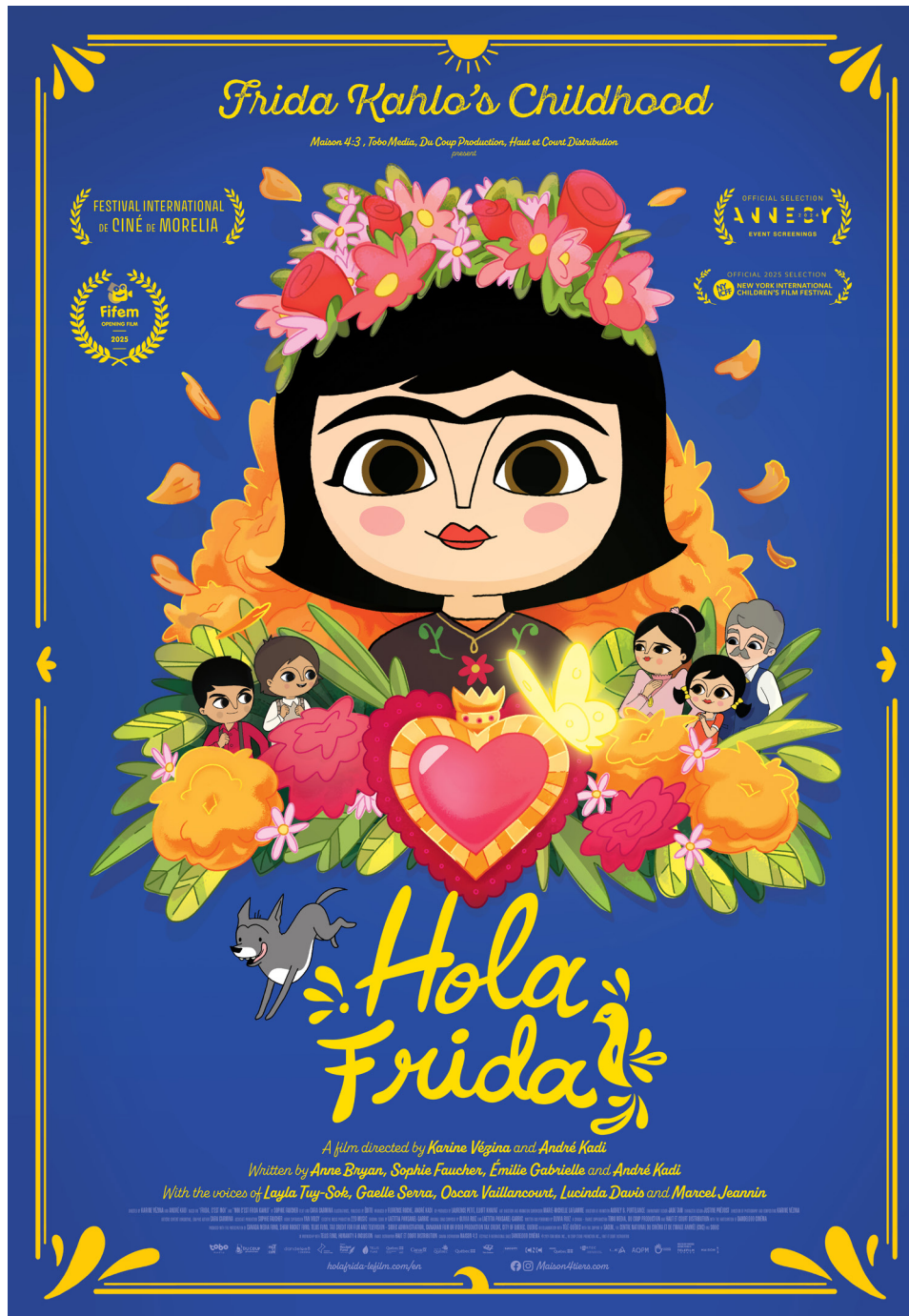
Here's a sample list of caring and inclusive actions for the Caring Tree:

1. Invite a student to play with you at the playground.
2. Lend your equipment to a student who needs it.
3. Help a friend who doesn't understand an exercise.
4. Listen without interrupting when someone is talking.
5. Offer to help carry something heavy.
6. Say a kind word to someone every day.
7. Encourage a student who is hesitant or afraid.
8. Cheer up a sad friend by talking to them or making them smile.
9. Accept each other's differences without judging.
10. Invite a new student to sit next to you.
11. Apologize when you've hurt someone's feelings, even if you didn't mean to.
12. Offer to share your belongings.
13. Thank someone who has been kind or helpful.
14. Make sure no one is alone in the playground.
15. Help a student who has difficulty getting around.
16. Don't make fun of other people's mistakes or differences.
17. Give sincere compliments.
18. Invite a student to participate in group games or activities.
19. Show patience if someone is taking longer.
20. Congratulate a student on his or her achievements, however small.
21. Take care of the classroom environment by picking up objects from the floor.
22. Reassure a student who feels lonely or anxious.
23. Offer to work in pairs with someone who is often alone.
24. Invite a student to join in a discussion.
25. Show someone who doesn't know how to do something.
26. Be attentive to the needs of others without them having to ask.
27. Say "thank you" and "please" to show respect.
28. Encourage someone to try something new without fear of failure.
29. Support a student who's trying hard, even if he or she hasn't succeeded.
30. Offer to help tidy up the classroom at the end of the day.

Student files

Worksheet 1

FILM POSTER



SYNOPSIS

This is the story of a little girl who is different. Her world is Coyoacán, Mexico. Sparkling, vibrant, everything interests her. And when trials arise, she faces them with an overflowing imagination. The little girl is called Frida Kahlo!

MY CINEMA DICTIONARY

The **synopsis** is the short (a few lines) summary of a film.

Worksheet 2

HAVE YOU UNDERSTOOD THE STORY?

Link each picture to its corresponding text, then put them in the right order!



Frida's leg hurts like a cramp, squeezing her calf.

The doctor examines Frida and discovers that she has poliomyelitis.

Frida has grown up and is now a student in Mexico City.

Frida cries because her schoolmates make fun of her leg.

Frida has a serious bus accident on her way out of medical school.

It's the Day of the Dead, *El Dia de los Muertos*!

Frida paints her last picture: *Viva la vida*.

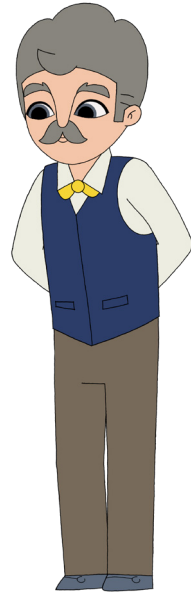
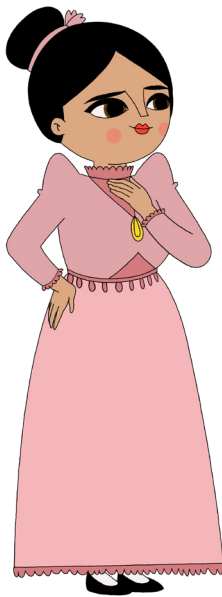
After the accident, Frida is bedridden for several months, but this ordeal enables her to find her vocation: she will be a painter.

Frida wins the Coyoacán roller-skating race.

Worksheet 3a

THE CHARACTERS

Find the names of the film's characters.

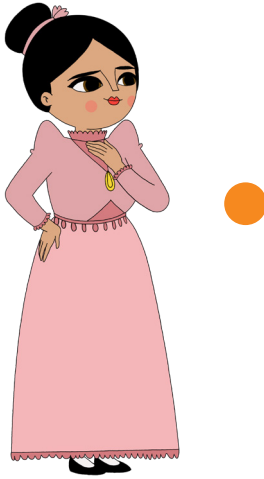


Worksheet 36

WHO IS WHO?



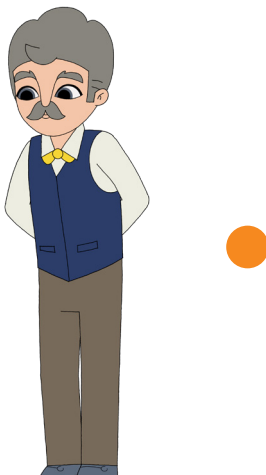
- **Guillermo Kahlo**, Frida's father, was a photographer. He was born in Germany and came to live in Mexico. Frida was very close to him and loved him very much. He encouraged her to learn and to take an interest in everything.



- **Matilde Calderón**, Frida's mother, was Mexican. She looked after her children. She could be strict, but she loved her family very much. Frida said her mother was brave, but they didn't always agree on everything.



- **Frida Kahlo** was born on July 6, 1907 in Coyoacán, near Mexico City, in a pretty house that is now called Casa Azul, because it is blue. Frida lived through difficult times, first her illness and then her accident, but her family was always there for her. She began painting to overcome these trials and used art to express her feelings.



- **Cristina** was Frida's younger sister. They were very close and remained friends throughout their lives. Cristina even posed for some of Frida's paintings.

Worksheet 3c

WHO ARE THESE CHARACTERS?



Worksheet 4

FILM QUIZ: CUT-OUT PLAYING CARDS

Recto



Worksheet 4

FILM QUIZ: CUT-OUT PLAYING CARDS

Verso



<p>What is Frida's dog's name?</p> <p>a) Doggie b) Chiquita c) Coco</p>	<p>In which country does Frida live?</p> <p>a) France b) Spain c) Mexico</p>	<p>What is Frida's little sister's name?</p> <p>a) Cristina b) Mathilda c) Carolina</p>	<p>What does Frida's father do for a living?</p> <p>a) Baker b) Painter c) Photographer</p>
<p>What is Frida's friend's name?</p> <p>a) Tonito b) Guillermo c) Tonio</p>	<p>What color is Frida's house?</p> <p>a) red b) blue c) yellow</p>	<p>Why is Frida crying in the schoolyard?</p> <p>a) She's fallen. b) Her classmates are laughing at her. c) She wants to see her mommy.</p>	<p>At 18, Frida has a serious accident at:</p> <p>a) skiing b) bus c) bicycle</p>
<p>What job does Frida want to do when she grows up?</p> <p>a) painter b) teacher c) doctor</p>	<p>Why does Frida always have a notebook in her hands?</p> <p>a) to revise her lessons b) to write songs c) to draw and record emotions</p>	<p>What color is the movie poster?</p> <p>a) red b) blue c) yellow</p>	<p>What is Frida wearing on her head?</p> <p>a) a bonnet b) a crown of flowers c) a ribbon</p>
<p>What nickname do the students give Frida?</p> <p>a) pig's foot b) wooden leg c) chicken leg</p>	<p>What's the name of the illness Frida catch?</p> <p>a) the flu b) poliomyelitis c) chicken pox</p>	<p>What color is Frida's magic ribbon?</p> <p>a) red b) blue c) yellow</p>	<p>Frida is taking part in a race of:</p> <p>a) skateboard b) bike c) roller roller skates</p>



Worksheet 5

MY FILM REVIEW



Title: _____

Director: _____

My opinion: ☆ ☆ ☆ ☆ ☆

What's your favorite part of the film? Explain why!

Your favorite character?

MY FILM DICTIONARY

A film review is a text in which the author shares his or her opinion.

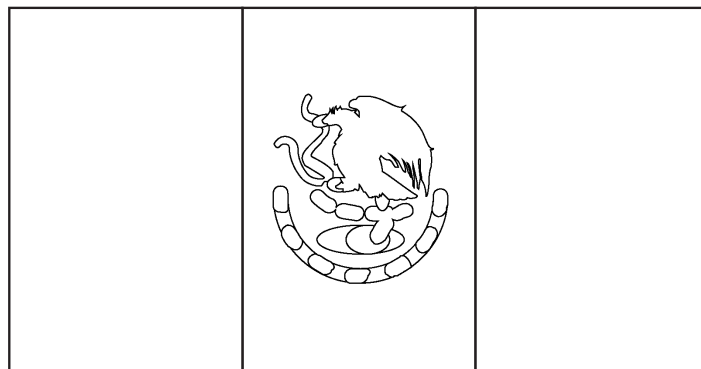
Worksheet 6

DISCOVERING MEXICO

1) Color Mexico and place Mexico City.



2) Color the Mexican flag.



3) Fill in the blanks.

Mexico is a country located in _____, famous for its rich and colorful culture. Its capital, _____, is a vibrant city full of markets, museums and ancient buildings. In Mexico, we speak _____.

Mexican food is delicious. You'll eat tacos, burritos and enchiladas, often accompanied by _____, an avocado-based preparation. Be careful, some dishes are very spicy!

Last but not least, Mexico's festivities are joyous and colorful, such as *Dia de los Muertos* (Day of the Dead), a very special holiday.

Worksheet 7

EL DÍA DE LOS MUERTOS

Día de los Muertos, or Day of the Dead, is a very important holiday in Mexico.

It takes place on November 1 and 2 every year. Rather than being sad, this holiday is joyous! It shows the importance of family and respect for ancestors, in an atmosphere of celebration and joyful remembrance.



Link each text to the corresponding illustration.



Homes and cemeteries are decorated with paper garlands called **papel picado** and colorful flowers, especially orange marigolds, the traditional flowers of this festival.



Families also create **ofrendas**, altars on which they place photos of the departed, candles, and objects they loved.



They also place **calaveras**, colorful sugar skulls and decorated skeletons.



A traditional Día de los Muertos sweet bread, **pan de muerto**, is prepared. This bread is scented with orange blossom and often decorated with bone-shaped pieces of dough.

Worksheet 8

TRADITIONAL MEXICAN DISHES



Yum! Here are a few dishes that Mexicans love, and that you too could try.

Tortillas are made from corn flour.

Tacos are small tortillas filled with whatever you like: meat, fish, vegetables or even beans. A little sauce is added, and sometimes a little cheese.

Enchiladas are rolled tortillas filled with chicken or cheese, then topped with tomato sauce or a spicier sauce, depending on taste.

Guacamole is mashed avocado mixed with tomato, onion and a little lemon. It is eaten with corn chips.

Quesadillas are tortillas folded in half, filled with cheese (and sometimes other things like ham or vegetables) and then grilled. The cheese melts inside, and it's delicious!

Mexican dishes are meant to be shared with family and friends. So why not try these simple recipes and organize a little Mexican meal?

It's now your turn!

Homemade guacamole

- 1 large avocado
- 1 tomato, finely chopped
- 1 spoonful chopped onion
- A squeeze of lemon juice
- Pinch of salt
- Mash the avocado in a bowl with a fork.
- Add the tomato, onion, lemon and salt.
- Mix well, and it's ready!

Quick Quesadillas

- 2 tortillas
- Grated cheese
- Put a tortilla in a hot frying pan (ask an adult to help you).
- Spread the cheese over the tortilla.
- Cover with the other tortilla and heat until the cheese melts.
- Cut into triangles and you're ready to go.

Worksheet 9

SPEAK SPANISH WITH FRIDA!



Holà ! Yo soy Frida
= Hello! I'm Frida.

buenos días
= good morning



Mi mamá
= my mom



Mi papito = my dad



pescado fresco = fresh fish



La casa azul = the blue house



un, dos, tres, cuatro, cinco, seis,
siete, ocho, nueve, diez

gracias = thank you



Worksheet 10

FRIDA KAHLO'S IDENTITY CARD

Use the text and what you've learned from watching the film *Hola Frida* to fill in Frida Kahlo's identity card.

Frida Kahlo is a well-known Mexican painter. She was born on July 6, 1907 in Coyoacán, Mexico. From an early age, she had to contend with serious health problems. At the age of 18, she had a serious bus accident that left her severely injured and bedridden. It was during this period that she began to paint.

She is famous for her many self-portraits, in which she depicts her emotions and suffering with great color and detail. Her painting style is unique and highly inspired by Mexican culture, with bright colors and symbols of her country. She also often added elements of nature and animals to her works.

Frida Kahlo became a symbol of strength and courage. Although her life was difficult, she used art to express her feelings. Today, she is recognized the world over as an exceptional artist.

Frida Kahlo died on July 13, 1954, but her works continue to inspire and impress people around the world.



Frida Kahlo

Birth:

Death:

Nationality:

Address:

Occupation:

One important thing to know about Frida:

.....

.....

.....

.....

Worksheet 11

LA CASA AZUL

Casa Azul, or “Blue House”, is a lovely house located in Coyoacán, a district of Mexico City, Mexico’s capital. It was here that Frida Kahlo was born, grew up and spent much of her life.

Frida loved Casa Azul. It was more than a house: it was a place filled with colors, flowers and traditional Mexican objects that inspired her to paint.

Today, Casa Azul is a museum. You can see her paintings, brushes, dresses and even the bed she painted from when she was ill.

Match the photos of the Casa Azul with the images in the film, then design your own artist’s home!

The garden



The kitchen



The house entrance



Fiche 12a

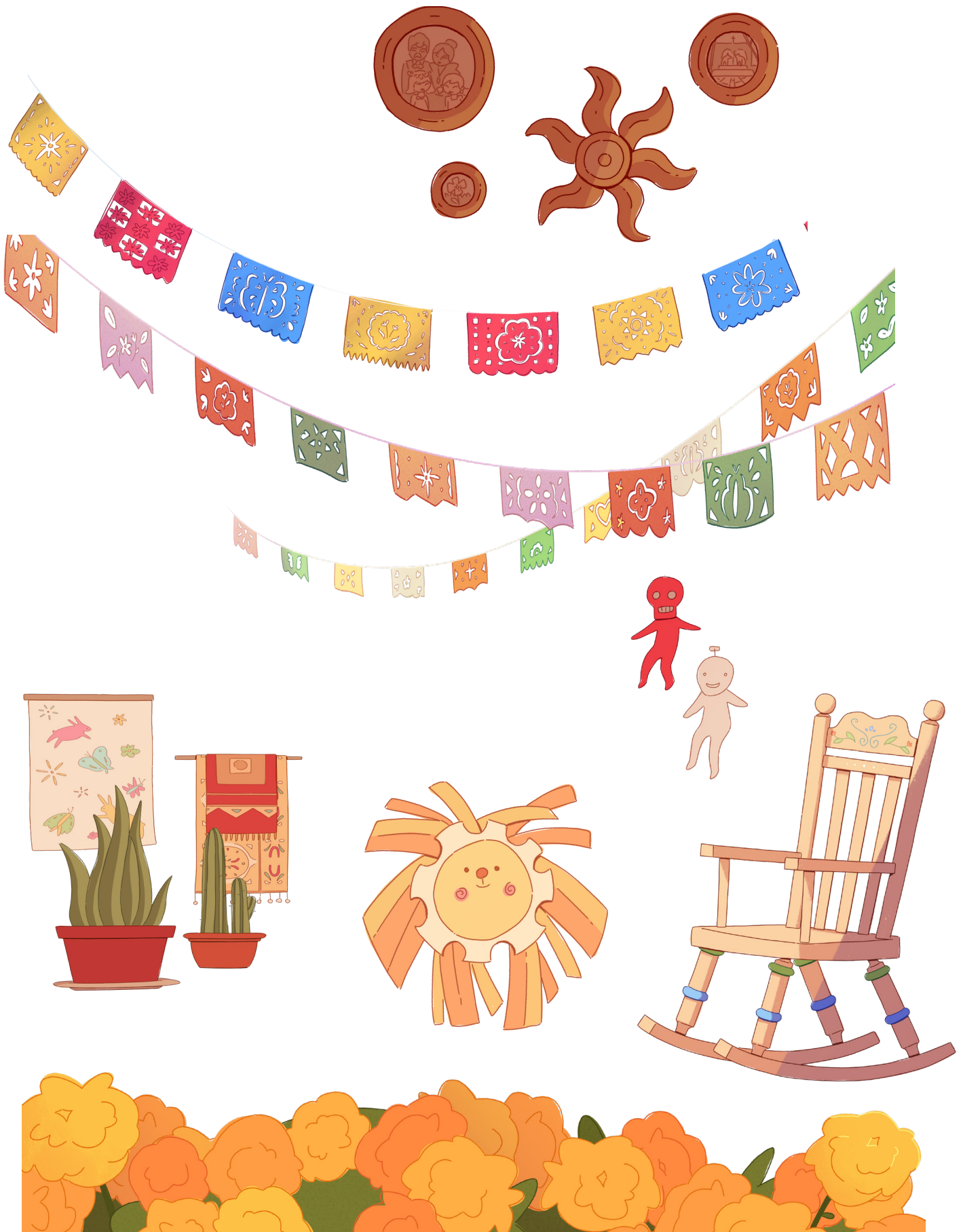
SELF-PORTRAIT WITH THORN NECKLACE AND HUMMINGBIRD, FRIDA KAHLO



(1940)

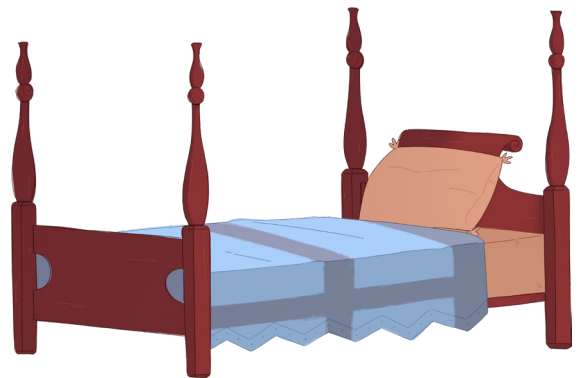
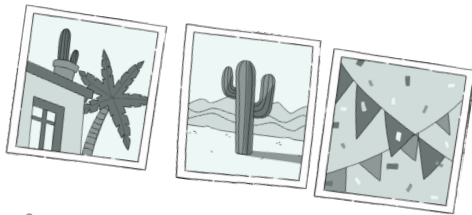
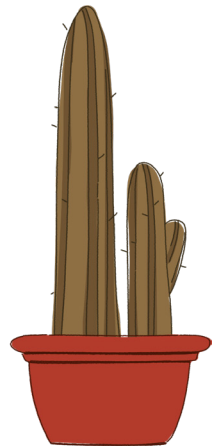
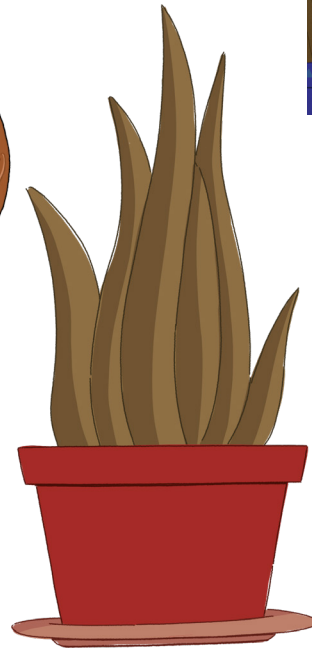
Worksheet 126

SELF-PORTRAIT: DETAILS TO BE CUT OUT



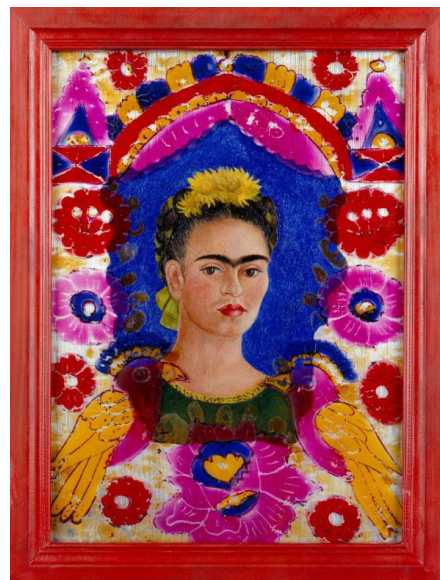
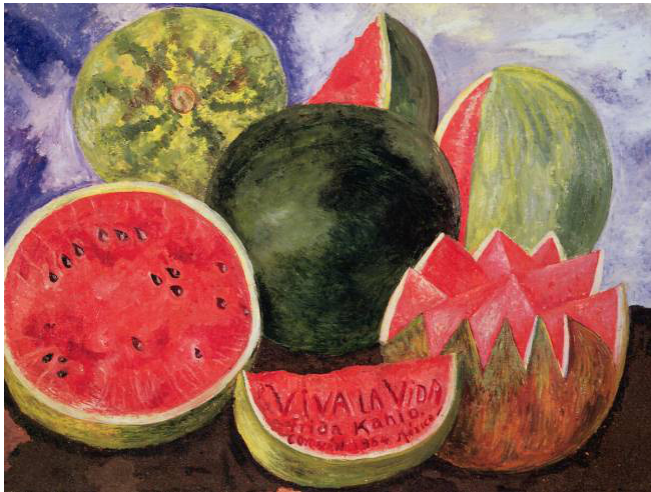
Worksheet 126

SELF-PORTRAIT: DETAILS TO BE CUT OUT



Worksheet 12c

FRIDA KAHLO'S PAINTINGS



Worksheet 13

THE FILM SONG

Hola Frida

Written and performed by Olivia RUIZ in French

Les forces armées de mon cœur
Luttent contre celles du désespoir
Comme unique munition : les couleurs
Pour changer le cours de mon histoire

Je porte un corset
Qui n'entrave pas ma liberté
Mon mental fait d'acier
Déroute ma destinée
Déroute ma destinée

REFRAIN

Hola Frida

Des murs se dressent devant toi

Hola Frida

Tu t'envoies au-delà

Yo soy Frida

Rechazé la llorona

Yo soy Frida

Corraje y resiliencia

Tant de fois blessée,
Par la mort prise pour cible
Tel un Sphinx, je renais
Pour moi rien d'impossible
Rien ne m'est impossible

Je cours après la passion
Le feu sacré, le grand frisson
J'embrasse la vie et la redessine, à ma façon

REFRAIN

Hola Frida

Des murs se dressent devant toi

Hola Frida

Tu t'envoies au-delà

Yo soy Frida

Rechazé la llorona

Yo soy Frida

Corraje y resiliencia

Je suis l'espoir, je suis la joie
La lumière dans le noir, le courage,
le combat
Je suis la douleur mais je suis la joie
L'héroïne en fleur
Le chaud et le froid
Ma peinture est la voix
Des destins estropiés, elle porte les pourquoi
des boiteux, des mal-faits

REFRAIN

Je suis Frida

Je suis Frida

Yo soy Frida

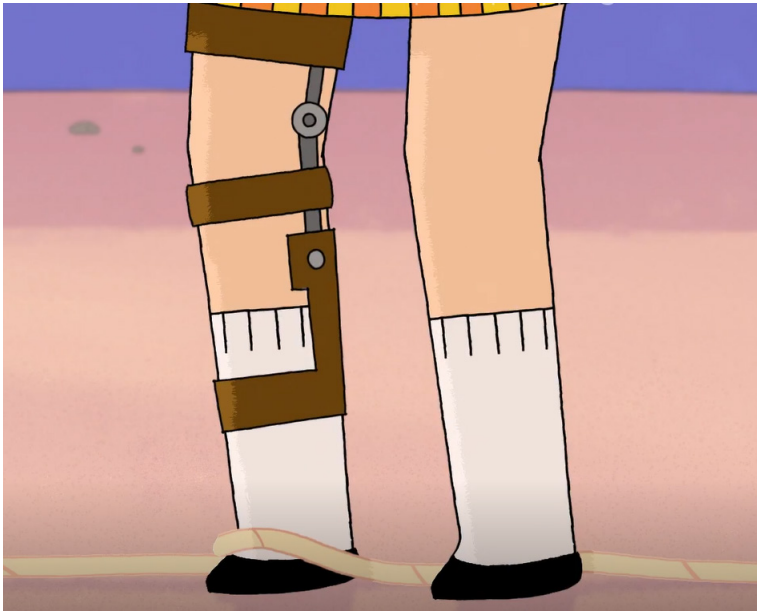
Yo soy Frida

Yo soy Frida

Yo soy Frida

Worksheet 14

DISABILITY AND HARASSMENT



Worksheet 15

INCLUSION AND WELFARE CHARTER



1. We respect everyone's differences.

We know that everyone is unique and that differences enrich us.

2. We help those in need.

When a friend is in difficulty, we offer our help with kindness.

3. We play with everyone.

No one should be excluded from games or activities, and we take care to include everyone.

4. We listen to others without making fun of them.

We allow everyone to express their ideas and emotions, and we respect everyone's opinions.

5. We are patient.

Some friends need more time to do certain things, and we support them without pressure.

6. We pay attention to each other's needs.

If a friend needs special equipment or help getting around, we're attentive and caring.

7. We learn and grow together.

We know that inclusion and caring help us all become stronger and more cohesive.

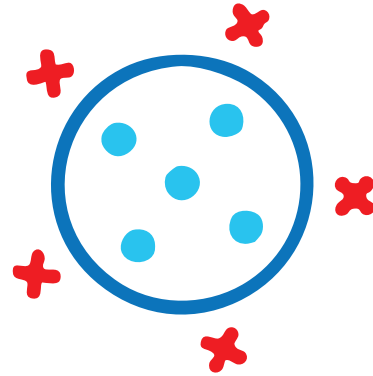
Class commitment: we, the students of the class, commit ourselves to respecting this charter to create a class in which everyone feels accepted, understood and encouraged.

Signature of students and teacher :

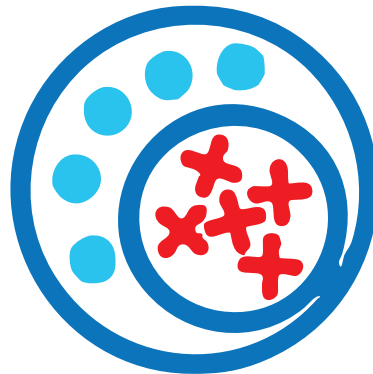
Worksheet 16

INCLUSION

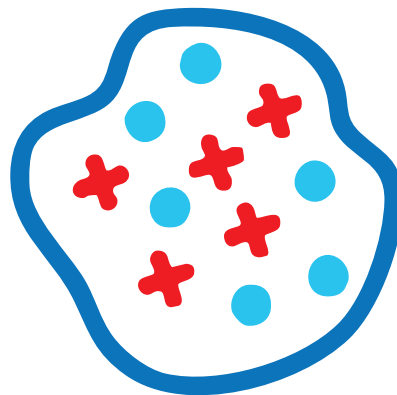
EXCLUSION



INTEGRATION



INCLUSION



The Impact Campaign

in partnership with Humanity and Inclusion and the Telus Fund

What is the Impact Campaign?

Today, many films aim to shed new light on the major issues of our time (protection of biodiversity, human rights, equal opportunities, diversity and inclusion...).

The Impact Campaign offers a range of resources – including an educational kit – to extend the experience of a film while raising awareness, inspiring change and inviting the public to take action.

Developed in partnership with Humanity and Inclusion (formerly Handicap International), the impact campaign accompanying the animated film *Hola Frida* raises awareness and mobilizes children, teachers and educational staff around the themes of resilience, disability, inclusion at school and the fight against discrimination.

Raising children's awareness of inclusive education from an early age means tackling the notion of difference, the place of each individual in society and **acceptance of others**. Raising awareness encourages the **development of empathy** and respect for differences.

Teachers and educational teams, in turn, benefit from disability awareness by adjusting their teaching methods to accommodate the specific needs of each student, ensuring everyone's success.

Why has Humanity and Inclusion partnering the impact campaign on this film?

By highlighting Frida Kahlo's childhood, the film offers a parallel with the challenges faced by children with disabilities around the world, and how they overcome these obstacles.

Through this impact campaign, Humanity and Inclusion can raise awareness and mobilize young and old alike, for a more just and equitable society by :

- transforming individual perceptions and representations of disability to reduce stereotypes and prejudice;
- significantly improving inclusion and accessibility for people with disabilities;
- **facilitating their integration** into a variety of everyday environments, whether professional, educational or social;
- encouraging empathy and respect for others;
- fostering an environment of tolerance, acceptance and a culture of openness.

In association with this film, Humanity and Inclusion also reminds us of the importance of international solidarity and humanitarian aid for people of all ages living with a disability in a complex environment.

Humanity and Inclusion

Humanity and Inclusion (formerly Handicap International) is an independent, impartial international solidarity organization that has been working for over 40 years to ensure that people with disabilities and vulnerable populations are never left behind.

Present in nearly 60 countries, including several in South America, the NGO carries out a range of actions to improve the living conditions of the communities it supports: humanitarian emergencies, inclusive programs for people with disabilities in health, education and economic development, as well as the reduction of armed violence, including demining and victim assistance.

Visit www.hi-canada.org for more information.

Facts and figures:

disability and polio worldwide

As defined by the World Health Organization (WHO), “poliomyelitis is a highly infectious viral disease that mainly affects children under the age of 5. The virus is transmitted from one person to another mainly via the fecal-oral route. Less frequently, it can be carried by an ordinary medium (contaminated food or water, for example). It multiplies in the intestine, from where it can invade the nervous system and cause paralysis.” According to the Institut Pasteur, “without palliative measures, between **5 and 10%** of paralyzed patients die of asphyxia due to paralysis of the muscles responsible for ventilation. In patients who survive, **residual paralysis** may be observed, resulting in disabilities of varying degrees. These range from minor paralysis, leaving complete independence, to extremely disabling paralysis, which may require lifelong respiratory assistance”.

As defined by the United Nations Convention on the Rights of Persons with Disabilities: “Persons with disabilities are defined as those who have long-term physical, mental, intellectual or sensory impairments, the interaction of which with various barriers may hinder their full and effective participation in society on an equal basis with others”.

Key figures on polio worldwide

- Before the vaccination era (1960s), polio affected more than 600,000 children worldwide every year.
- Thanks to the global vaccination campaign that began in 1988, the incidence of polio worldwide has fallen by 99% (it now stands at just a few hundred cases a year).
- 85% of the 541 children affected by polio in 2023 lived in fragile or conflict-affected countries**.

Source: https://www.pasteur.fr/en/medical-center/disease-sheets/poliomyelitis?_gl=1*1nuh9*_up*MQ..*_gs*MQ.&gclid=EAlaQobChM1IXJ7qHSigMV25aDBx3E0BpGEAAAYASAAEgLFrvD__BwE

Source: <https://www.unicef.org/press-releases/85-cent-children-affected-polio-2023-lived-fragile-and-conflict-affected-countries>

Some figures on disability worldwide

- 1.3 billion people, or 16% of the world's population, live with some form of disability.
- Of these, almost 80% live in low- and middle-income countries.
- 240 million children worldwide live with a disability.
- Children with disabilities are 49% more likely than non-disabled children not to attend school.
- 32 million children with disabilities do not attend school

Source: *WHO report, December 2022, Global report on health equity for persons with disabilities

Source: “Seen, taken into account and included, UNICEF report 2022”.

Source: “Seen, taken into account and included, UNICEF report 2022”.

Source: Report of the Commission on Education, 2016

If accessing and staying in school is a challenge for children and people with disabilities, the situation worsens in adolescence, particularly for girls.

- 63 million adolescents worldwide are not in school, nearly half of them in Asia and Africa.

Source: UNICEF. (2022). Adolescent Data Portal, Education and Learning Snapshot. Retrieved in November 2024 from: <https://data.unicef.org/adp/snapshots/education-and-learning/>.

- 40% of children with disabilities do not attend primary school and 55% do not attend secondary school.

Source: UNICEF. (2021). Seen, Counted, Included: Using Data to Shed Light on the Well-Being of Children with Disabilities.

- Only 41.7% of disabled girls complete primary education (compared with 50.6% of disabled boys and 52.9% of non-disabled girls).

Source: World Health Organization and World Bank. (2011). World Report on Disability.



Humanity and inclusion

partner of the film

40 years of working alongside disabled people and vulnerable populations

The history of Humanity and Inclusion has been written in the face of the worst humanitarian disasters of the last 40 years. Wherever conflicts, natural disasters, poverty and exclusion are rife, Humanity and Inclusion works alongside disabled people and vulnerable populations to improve their living conditions and promote their inclusion in society. In 59 countries, our teams demonstrate that solutions are possible by working with individuals, their families and their communities, and by taking into account the human resources and know-how available locally.

Humanity and Inclusion is one of the six founding associations of the International Campaign to Ban Landmines (ICBL) in 1992, co-winner of the Nobel Peace Prize in 1997 and winner of the 2011 Conrad N. Hilton Award. Humanité et Inclusion acts and bears witness wherever “living upright” cannot be taken for granted.



Key figures for Humanity and Inclusion 2023

446 projects in 59 countries.

2,673,083 direct beneficiaries.

10,184,789 indirect beneficiaries (family, friends, community).

Portrait of Trésor

Trésor (aged 12) has joined one of the inclusive schools in the Selembao commune in Kinshasa, Congo. Trésor contracted polio at the age of 3, and has since lost the use of his left leg.

Humanité et Inclusion and its local partners are helping Trésor by providing the necessary rehabilitation care with orthoses, crutches and adapted shoes, and by supporting teachers and the community in welcoming Trésor into an adapted school environment.

In these photos, Humanity and Inclusion visited Trésor at this inclusive school, which welcomed 9 children with disabilities in 2019.



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Credits

Dossier written by Nathalie Muzas Sala
for the Zérodeconduite,
in partnership with Haut et Court,
with the support of Humanity and Inclusion
and Fonds Telus
Film images: © Haut et court, Tobo, Du Coup

