



AYITI IMAGES PRODUCTIONS

*La Belle Vie:*  
**THE GOOD LIFE**

**GRADES K-5**

**BY RACHELLE SALNAVE**

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# Project overview

Film Title: La Belle Vie: The Good Life

Filmmaker: Rachelle Salnave

Release Year: 2014

Duration: 59:22 minutes

Languages: English, French & Haitian  
Creole with English subtitles

Target Audience: K-12 Students



CANVA STORIES 400



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# About

**La Belle Vie: The Good Life** is a story about a Haitian–American named Rachelle Salnave, who explores her family history and her life between two different cultures.

She grew up in New York City but was raised by proud Haitian parents who had to leave their home country. In the film, Rachelle searches for people who, like her, love their culture and want to make positive changes in their communities.

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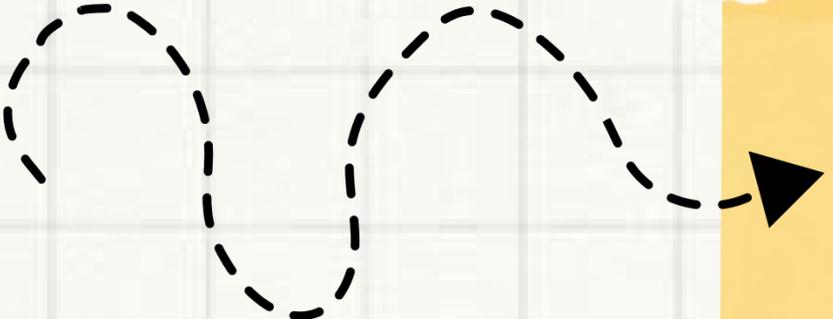
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# Learning Objectives

By the end of this curriculum, students will be able to:

1. Understand key themes such as identity, diaspora, and cultural heritage.
2. Reflect on their own identity and cultural background.
3. Develop empathy and an understanding of the complexities of national and personal identities.
4. Critically analyze and discuss the impact of migration, culture, and politics on identity.
5. Create art and media that reflect their understanding of the film's themes.



# Timeline



Watch the film

Watch selected clips from La Belle Vie: The Good Life to explore stories of culture, family, and heritage.

Talk About Themes  
in The film

Join discussions on identity and where we come from, connecting the film's themes to students' own lives.

Activities

Engage in fun, hands-on activities where students bring their family stories to life and celebrate their unique identities.

# Watch the film

- Viewing: Watch selected clips of the documentary (20 minutes). For younger students, show clips focusing on visuals and basic themes of family and culture.
- Recommended Scenes: 00:00–4:38, 8:32–9:40, 10:43–12:22, 15:22–19:13 (Clips on identity living in America) 38:23–42:02, 43:03–47:15 (Clips on identity living in Haiti | Diaspora in Haiti )



# Talk about the film "Intro to Identity"

## Discussions

Begin with a simple, interactive discussion about identity (10 minutes). Ask students questions like:

- "What makes you, you?" Discuss how family, traditions, the languages we speak, and even the foods we eat can shape who we are.
- What did you see in the film?
- What are some things you learned about Haiti?
- How is Haiti different or similar to where you live?



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## Activities

- Younger students can draw something that represents them (like a favorite food or family activity), while older students can share a few sentences about their unique qualities.
- Working in pairs, think of questions about Heritage and Identity. Interview one another using your video recorder on your smart phone. When you are done interviewing each other, screen it for the class.

# Talk about the film "Intro to Diaspora"

Build on the conversation about identity by introducing the concept of diaspora.

## Discussions

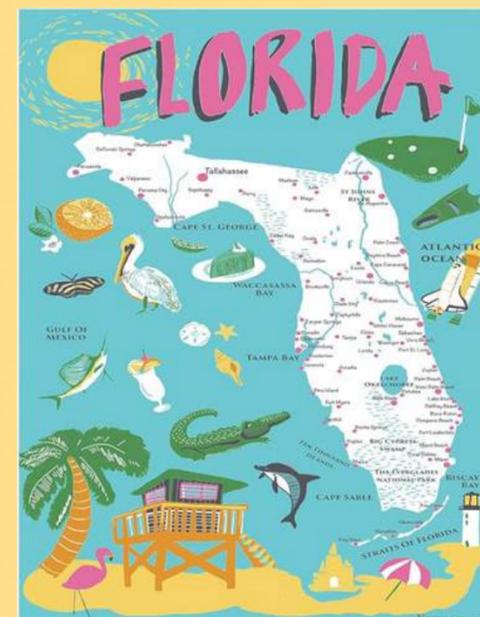
Diaspora is when people live far away from their homeland or the country their family came from.

- Explain that there are many communities around the world made up of people whose families come from different places.
- Ask, "Do any of you have family members who live in another country? Have you ever visited or heard stories about another place your family is from?"



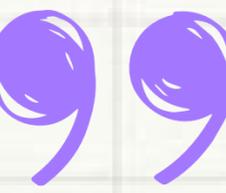
## Activities

Use a world map to show where Haiti is and where some other countries are that students may know or come from. Highlight how people move and create new homes in different places.





# Objective:



This activity encourages students to bring a photo from home that tells a story about who they are, where they or their family come from, or a special family memory. The goal is to help students understand that everyone's identity is shaped by their unique experiences, family histories, and cultural backgrounds.

Talk about the film  
"Intro to Identity"

## Preparation:

Inform students and their parents in advance about the activity. Ask students to bring a photo that represents their family's background or culture. This could be:

- A photo of themselves or their family in Haiti or another country.
- A family photo taken during a special celebration or event.
- Any picture that shows something important about their family's heritage (e.g., a family gathering, a traditional dish, or a meaningful place).

## Discussion:

- After everyone has shared, facilitate a brief discussion on how these photos represent different identities and cultures.
- Ask questions like:
  - "What did you learn about your classmates' families?"
  - "How do these stories show that people come from many different places but can share similar experiences?"

## Classroom Sharing

Create a comfortable and inclusive environment for sharing. Encourage each student to show their photo to the class and share a short story about it (1-2 minutes per student).

Prompt students with questions to guide their sharing:

"Who is in the photo?"

"What is happening in the picture?"

"Why is this photo special to you and your family?"

## Reflection Activity

Conclude the activity by asking students to reflect on what makes their family story unique and what they share in common with their classmates.

This can be done through a quick drawing or writing exercise where they note down or draw one thing they learned from a classmate's story.

## Considerations:

Make sure to create a safe and supportive atmosphere for sharing. Remind students that every story is important and valuable. Be mindful of students who may not have a photo to bring. Encourage them to draw a picture or share a memory instead.

# Reflection and Connection

After viewing, have a brief discussion to connect the film back to the concepts of identity and diaspora:

- "What did you learn about Rachelle's family and her identity?"
- "How did moving from Haiti to the U.S. affect their lives?"
- "Can you think of ways people keep their identity and culture alive even when they move far away?"



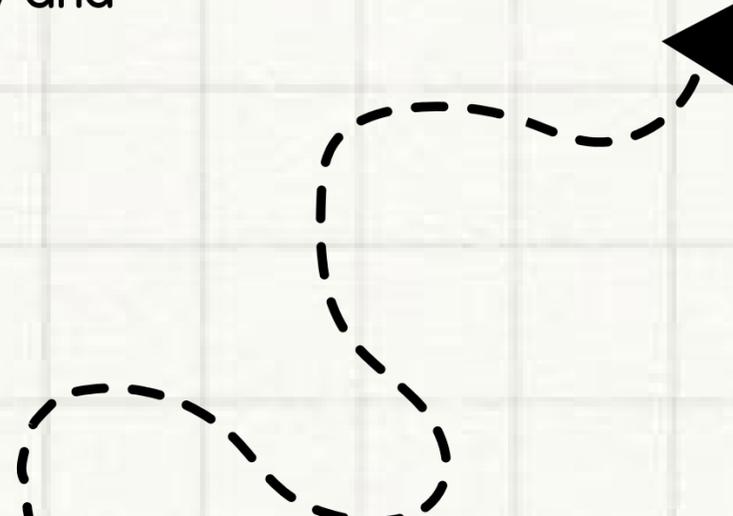
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