

Difficult topics made easier with film

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- 
- ▶ Inclusion
 - ▶ Integration
 - ▶ Reducing the gap
 - ▶ Strengthening tolerance
 - ▶ Encouraging empathy
 - ▶ Developing social awareness
 - ▶ Reducing discrimination

Topics of
general
concern
in
today's
society

Challenges



- ▶ We can't fix social problems anyway
- ▶ It's not our responsibility
- ▶ We don't have the resources
- ▶ We are not trained to do it
- ▶ We don't have the time

“Teaching social issues is easily done. It's how we talk with our students and treat them on a daily basis. Teaching social issues happens through the books we read and the ones we make available for them to choose. It's in the movies we show and the discussion we have with one another. It is also done through debates in class and the research that our students choose.” (DeWitt, 2012)

Why film?

Film

- ▶ Teaches more than the language
- ▶ Brings the world into the classroom
- ▶ Exposes the viewers to diversity
- ▶ Involves the viewers
- ▶ Allows the viewers to understand the complexities of the world
- ▶ Appeals to the viewers' feelings
- ▶ Helps the viewers empathize with the protagonists

(Mikalauskiene, R. 2018)

Why film?

Film

- ▶ Satisfies the sense of curiosity and the need for knowledge
- ▶ Teaches to think and evaluate facts, events and opinions critically
- ▶ Develops cultural and social understanding competences in the viewers

(Mikalauskiene, R. 2018)



Shield

Safety
net



Feature films
Documentaries
Short inspirational videos



Feature films



Lion (2016)

Dir. Garth Davis

Lion themes

- ▶ Home
- ▶ Identity
- ▶ Family
- ▶ Roots
- ▶ Belonging
- ▶ Cultural heritage
- ▶ Missing children
- ▶ Trafficking
- ▶ Poverty
- ▶ Adoption

Relevance in real world



- ▶ Urge to be close to home and to the beloved ones

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- ▶ Urge to maintain one's identity

=

- ▶ Issues troubling many people forced by war and persecution to leave their homeland and seek safety elsewhere

Relevance in real world

Challenges encountered:

- ▶ Fear of the unknown, stereotypical ways of thinking, but also due to racism, xenophobia and prejudice
- ▶ Failure to recognise the emotions behind displacement and forced migration



Even greater alienation



The diagram features two large, red, stylized arrows pointing towards each other, meeting at a central point. The arrow on the left contains the text 'Intercultural Communication' and the arrow on the right contains the text 'ELT'. The background is a dark teal color with a subtle gradient. In the top right corner, there is a small red rectangular element.

Intercultural
Communication

ELT

Pre-watching

- ▶ Where is he from?
- ▶ What does he look like?
- ▶ What kind of person do you think he is?
- ▶ What is his family like?
- ▶ What are his feelings right now?
- ▶ What is his story?

- ▶ Differences?
- ▶ Similarities?




Pre-watching



(Donaghy, p. 37)

Pre-watching



- 
- ▶ Project the trailer
 - ▶ Ask if Sts' predictions were right.
 - ▶ Tell them to rearrange the screenshots in the right order. What part of the plot is NOT presented on the screenshots?
 - ▶ Ask Sts if this is a feasible story to happen.
 - ▶ Based on the trailer, can Sts guess where the plot is set?
 - ▶ Explain to Sts that the movie is based on a true story. *Optional:* Ask them if they have watched any such movies. If yes, what they were about? If not, what would they expect such a movie to be about.

While-watching

- ▶ Prediction
- ▶ Comprehension
- ▶ Opinion
- ▶ Personal reference questions



Post-watching

Little boy lost finds his mother using Google Earth

By Robin Banerji
BBC World Service

14 April 2012 Magazine



An Indian boy who lost his mother in 1986 has found her 25 years later from his new home in Tasmania - using satellite images.



Saroo was only five years old when he got lost. He was travelling with his older brother, working as a sweeper on India's trains. "It was late at night. We got off the train, and I was so tired that I just took a seat at a train station, and I ended up falling asleep."

80,000 children get lost in India every year.

(Lang, B. 2016)

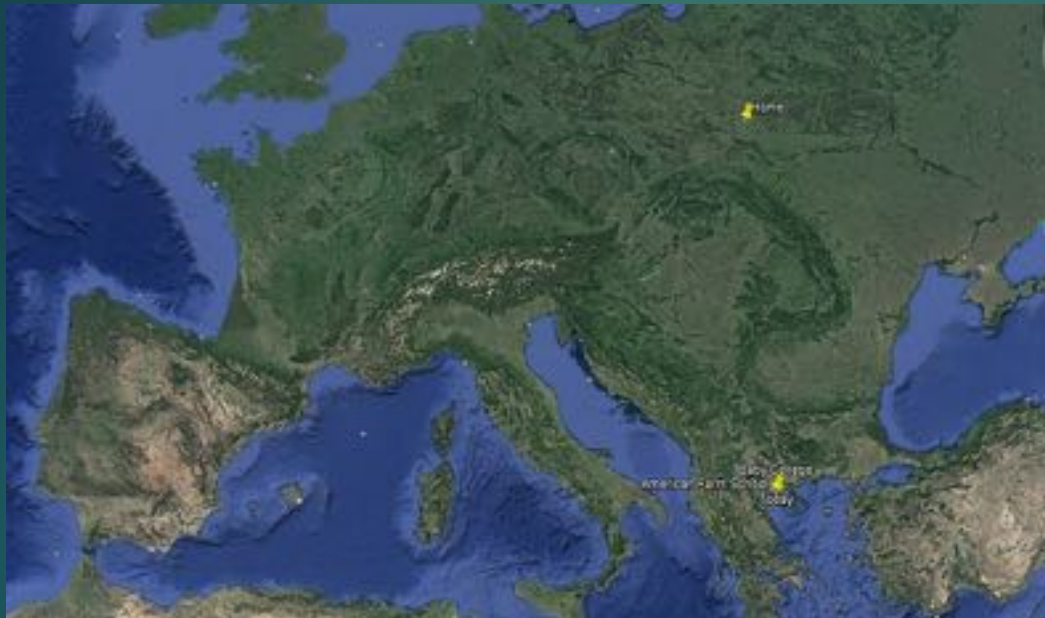
Post-watching



- ▶ I liked ...
- ▶ I didn't like ...
- ▶ It reminded me of ...
- ▶ I felt
surprised/scared/excited/confused/happy/sad
when ...
- ▶ My favorite part was when ...
- ▶ My favorite character was ... because ...
- ▶ My least favorite character was ... because ...

Post-watching

- ▶ Virtual autobiography (Google Earth) – 5 places important to them



Add notes to the pins:

Post-watching

- ▶ Write a few sentences about each place explaining why this place is important to you
- ▶ Optionally, you can ask Sts to add an image, video, or an URL to each pin:

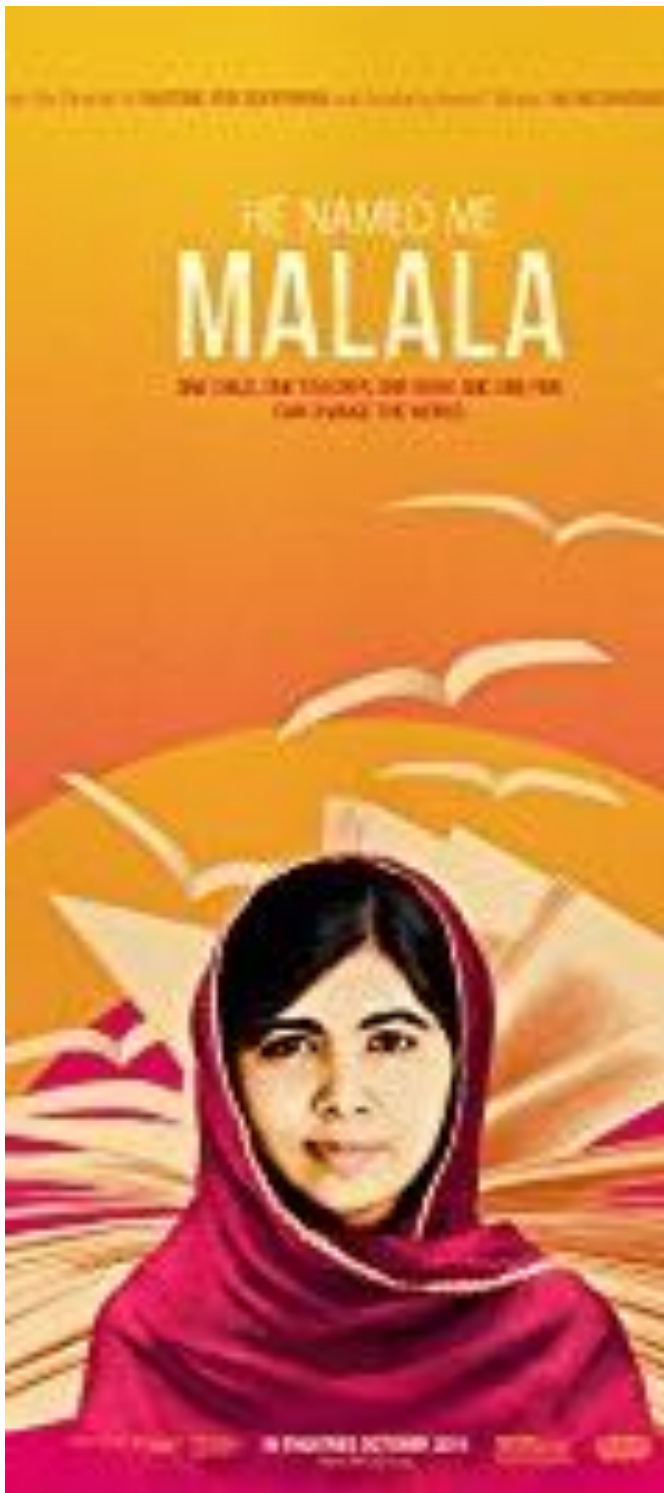


This is International Baby College, the place where I worked for 12 years as an English teacher, but also where my own kids attended nursery school and kindergarten.

Post-watching

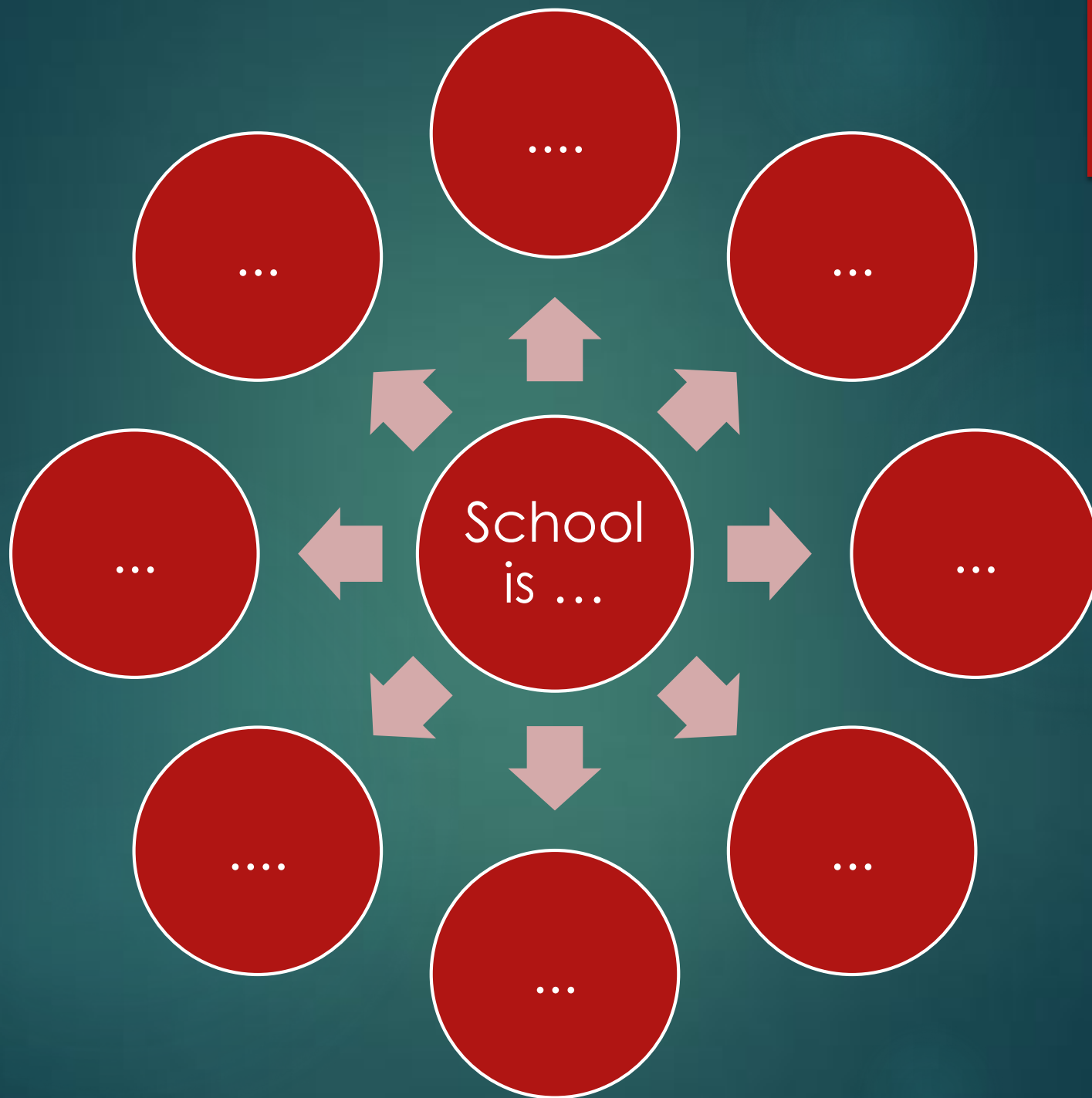
- ▶ Ask Sts to pin five places they would like to visit. Emphasise that each place has to be on a different continent. Ask Sts to explain why they would like to visit each place.
- ▶ Ask Sts to think of a place which they visited when they were a 5-year-old kid. Engage Sts in the following tasks:
 - ▶ Write down your memories of this place.
 - ▶ Find it on Google Earth and describe how it has changed.
- ▶ Essay: Does technology drive people apart or does it bring them together?
- ▶ Essay: Is home the place where you were born, or the place where you grew up? Is family the one which you were born into or the one which you have grown up with?

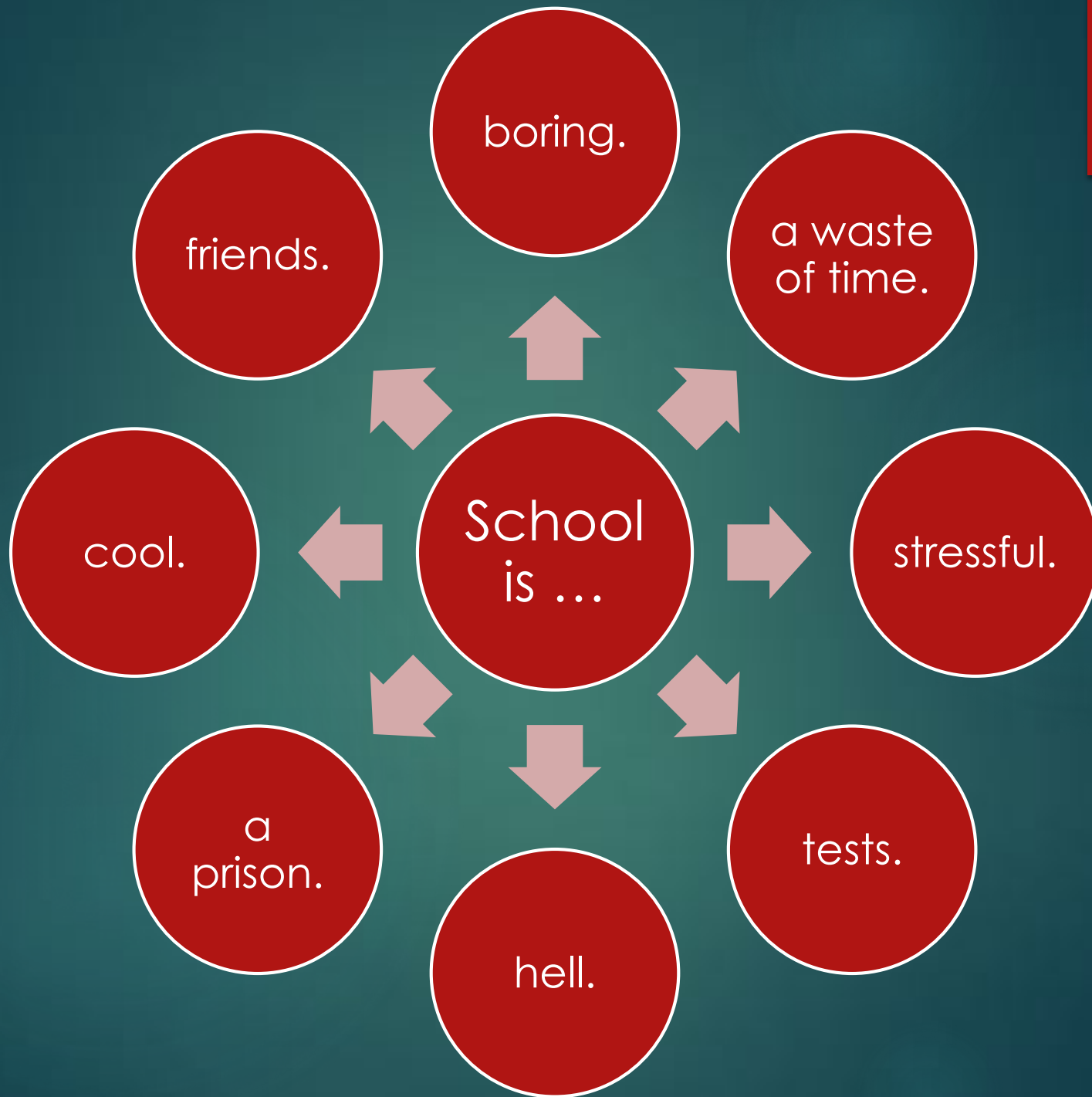
Documentary



He Named Me Malala (2015)

Dir. Davis Guggenheim





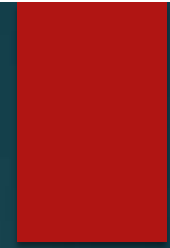
Pre-watching

An excerpt

- ▶ What is going on in the video?
- ▶ What is the weather like?
- ▶ What are the predominant colours in the video?
- ▶ What colour stands out?
- ▶ There is one figure that stands out. Describe that figure. Use as many adjectives as possible.
- ▶ What is the role of that figure? What happens to her?

Pre-watching

An excerpt




- ▶ What is going on the video? (there is a battle)
- ▶ What are the predominant colors in the video? (dark: grey, black)
- ▶ What is the atmosphere? (gloomy, sense of danger)
- ▶ What is the weather like? (It is windy and cloudy.)
- ▶ What color stands out? (red – the colour of love, rage and courage)
- ▶ There is one figure that stands out. Describe that figure. (A young girl, possibly a teenager, the only female in the battlefield, her head covered with a scarf/hijab, brave, persistent, powerful, influential; a leader.)
- ▶ What is the role of that figure? (she encourages the army to fight, possibly changes history)

Pre-watching

Explain the excerpt

- ▶ The story of Malalai, a national folk hero of Afghanistan
- ▶ Rallied local fighters against the British troops (1880)
- ▶ With the Afghan flag in her hand, she was killed in the battle
- ▶ Meaning of the name: "sad, grieved" in Pashto (language spoken in Afghanistan, Pakistan and a number of other countries)
- ▶ Malalai lost her life, but her countrymen won the battle



- 
- ▶ Where is the girl in the poster from?
 - ▶ What is her name?
 - ▶ What is her religion? How do you know?
 - ▶ What do people think of this girl?
 - ▶ What cause does she fight for?
 - ▶ Can you see any similarities between Malalai and Malala?



While watching Complete the fact file

Fact file

Name:

Place of birth:

Residence:

Family members:

Beliefs:

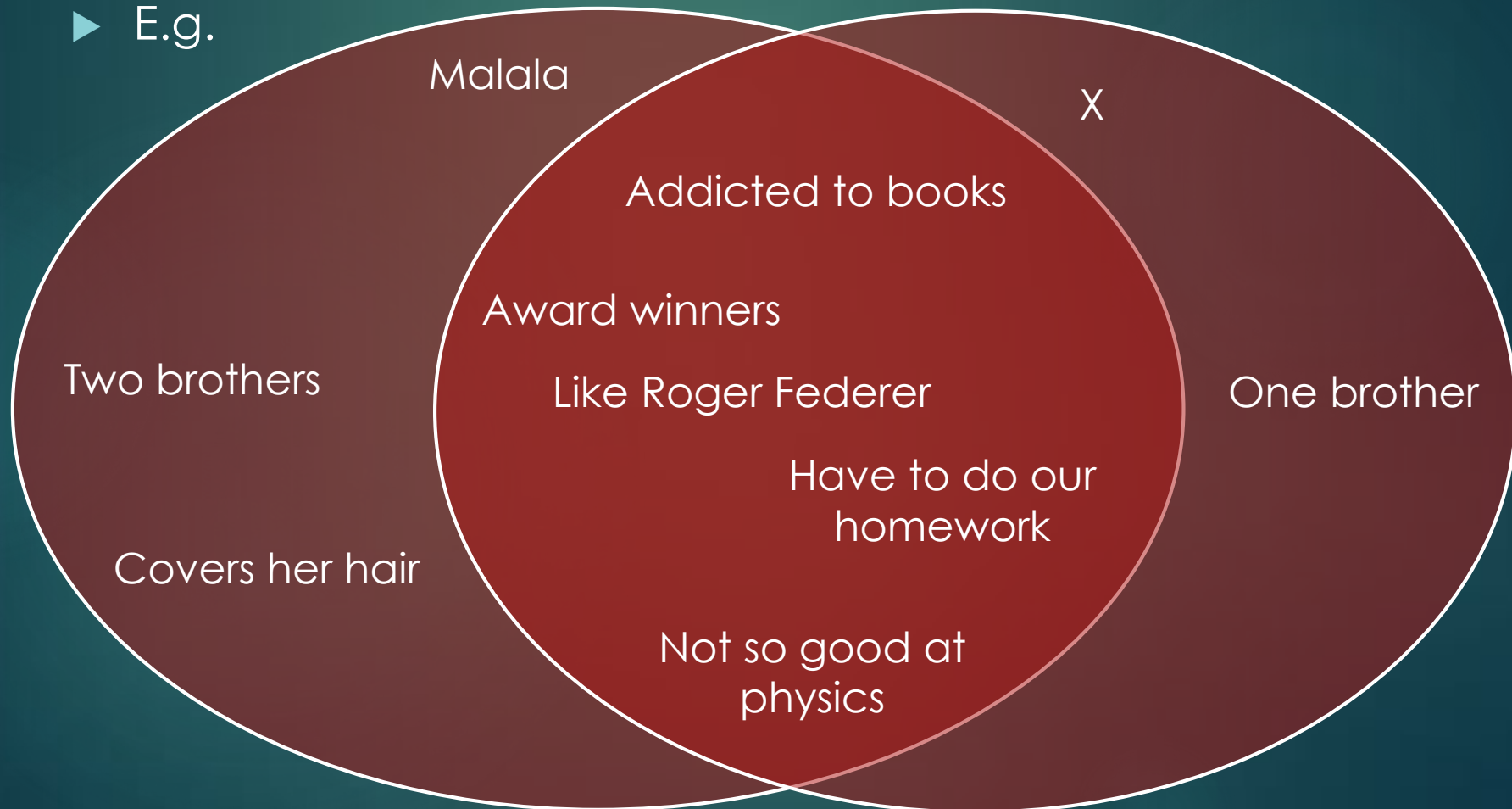
Influences:



While-watching

An ordinary girl

- ▶ As you re watching, list the similarities and differences between you and Malala.
- ▶ E.g.



Grammar focus

Second conditional

- ▶ If Malala's family was a traditional one, what would the girl's life be like today?
- ▶ If you were not allowed to go to school, how would you feel?
- ▶ If you could interview Malala, what would you like to ask her?
- ▶ If Malala lived in your country, what cause would she fight for?
- ▶ If you could change one thing in the world, what would it be?



Post-watching Interview Malala

Education is the most powerful weapon which you
can use to change the world.

Nelson Mandela

Education is the passport to the future, for tomorrow
belongs to those who prepare for it today.

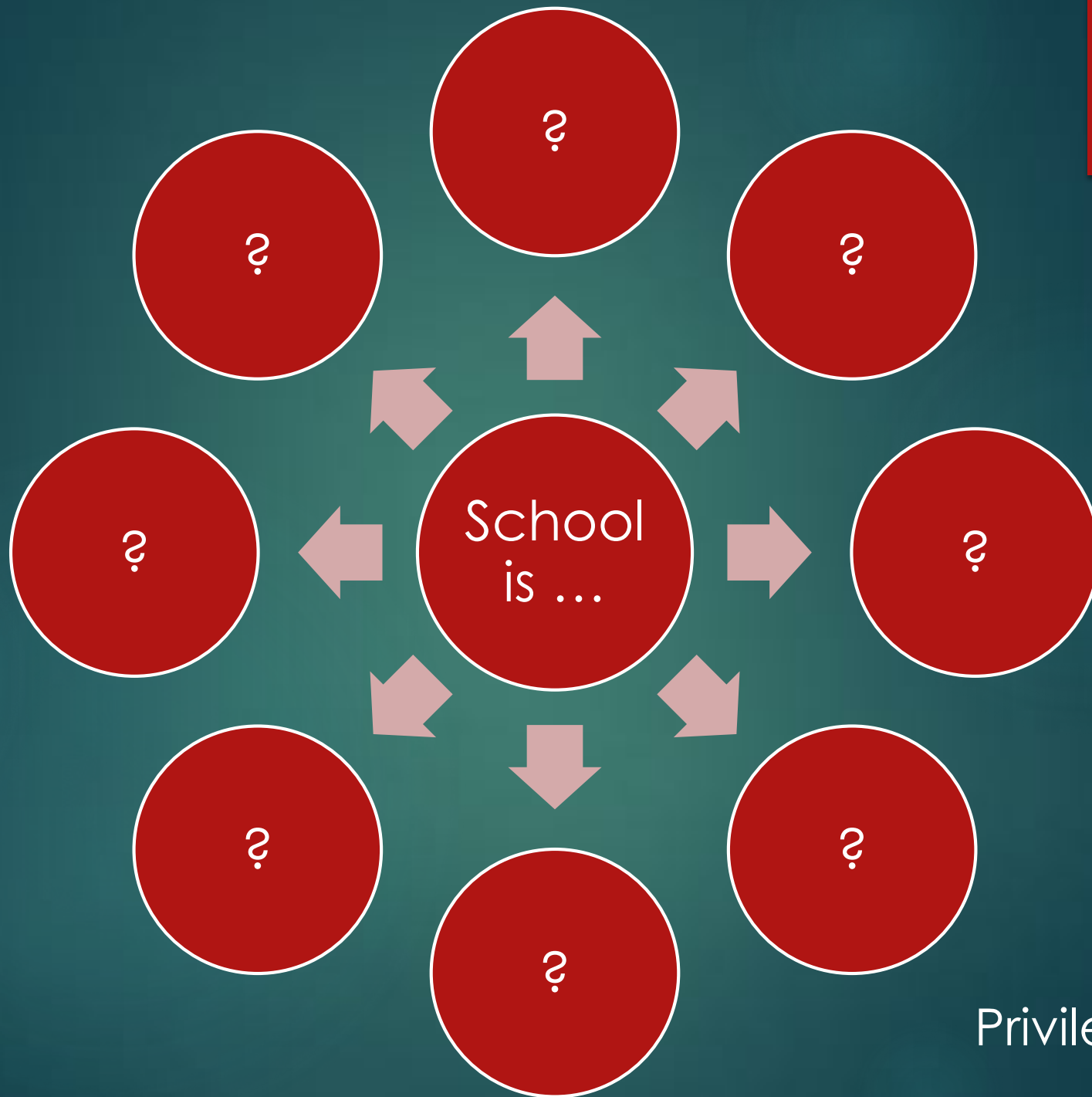


The roots of education are bitter, but the fruit is
sweet.

Aristotle

Let us remember: one book, one pen, one child,
and one teacher can change the world.

Malala Yousafzai



Privilege

Short films



The Conditioned (2014)

Dir. Michael Marantz

Initiated by Shalla Monteiro

Group A



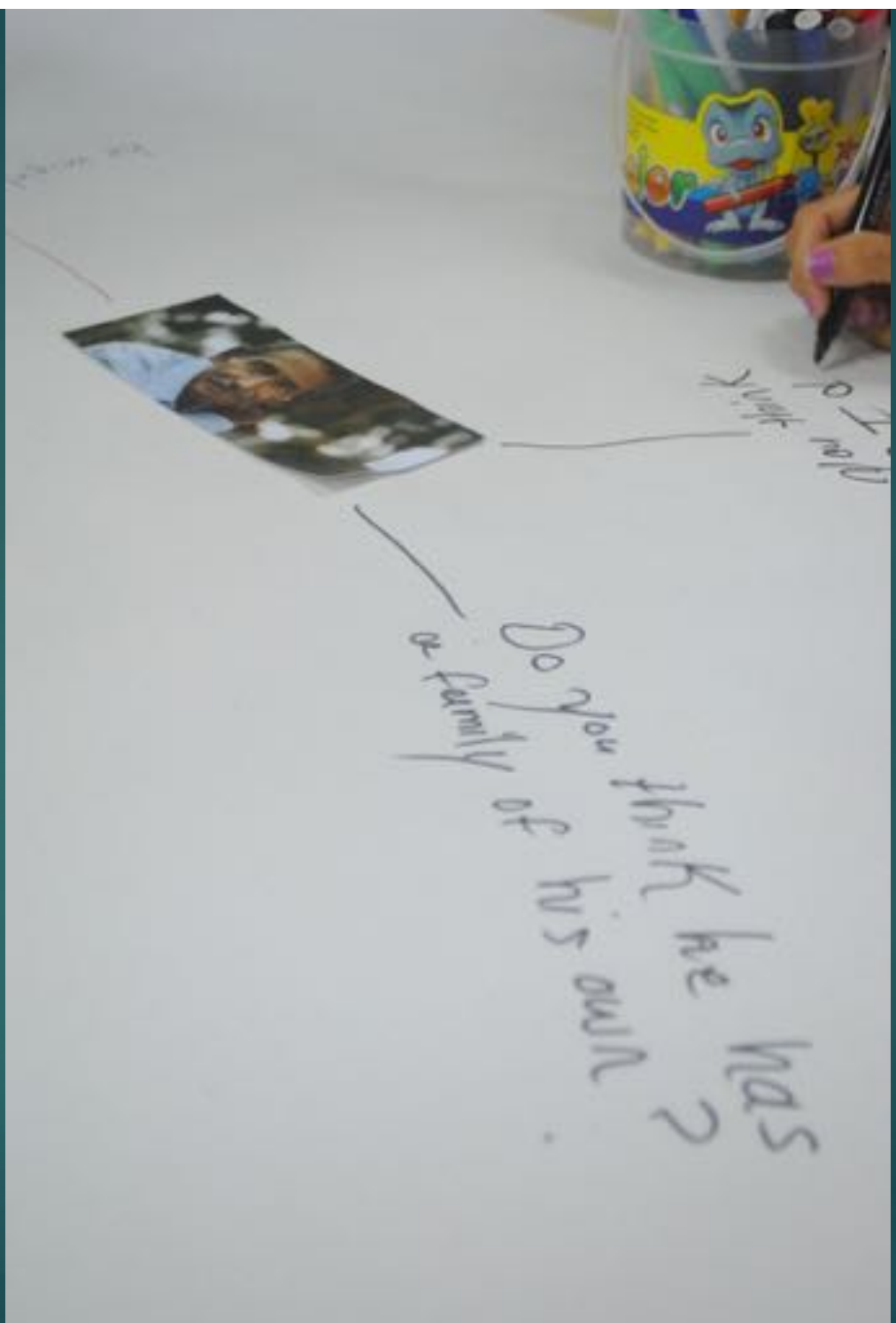
- i. Look at the picture and speculate who this man is using expressions like: he must be, he might be, he probably is.
- ii. How do you think he is feeling in the picture?
- iii. What is his life like?

Group B



- i. Look at the picture and speculate who this man is using expressions like: he must be, he might be, he probably is.
- ii. How do you think he is feeling in the picture?
- iii. What is his life like?

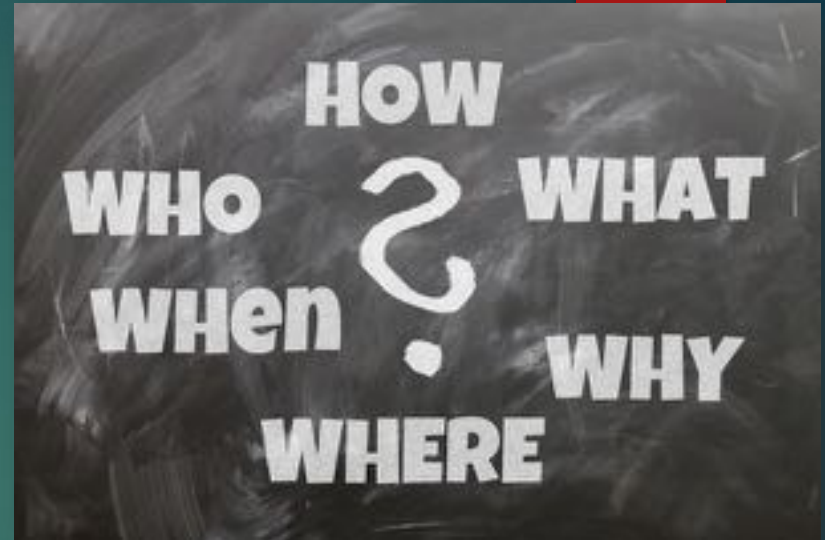


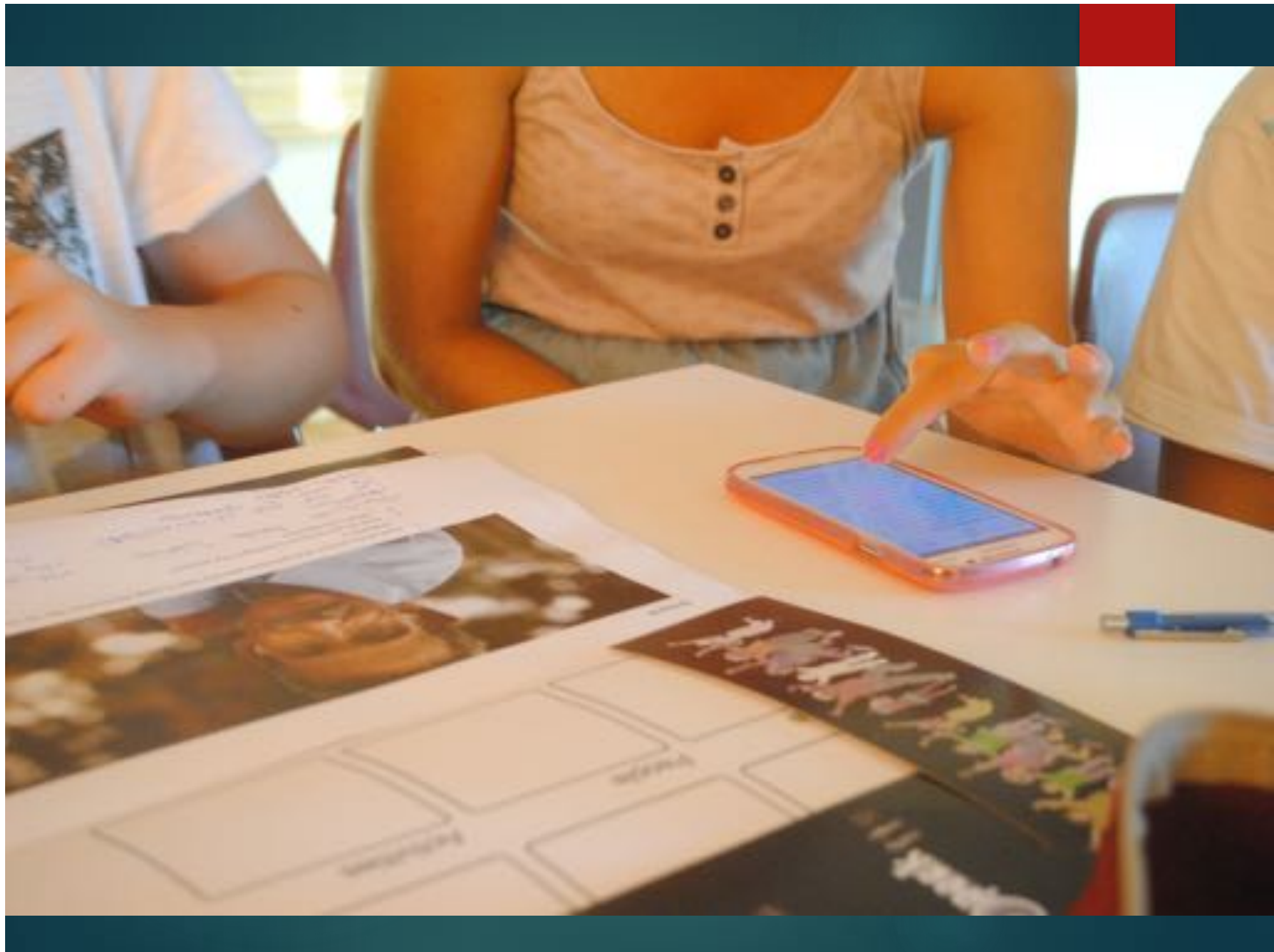




FIND OUT MORE

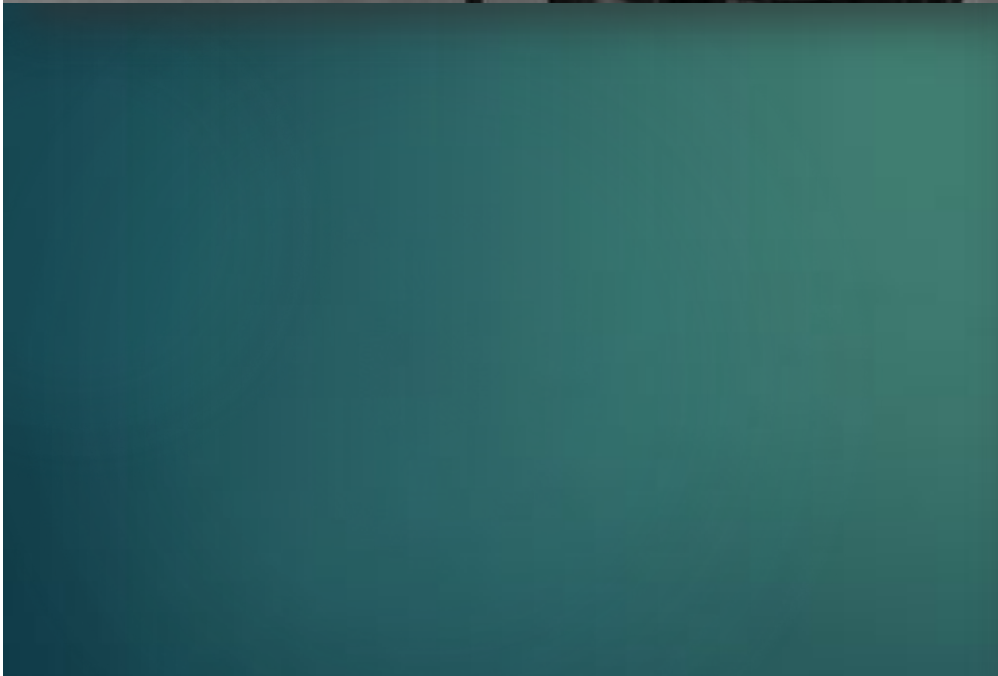
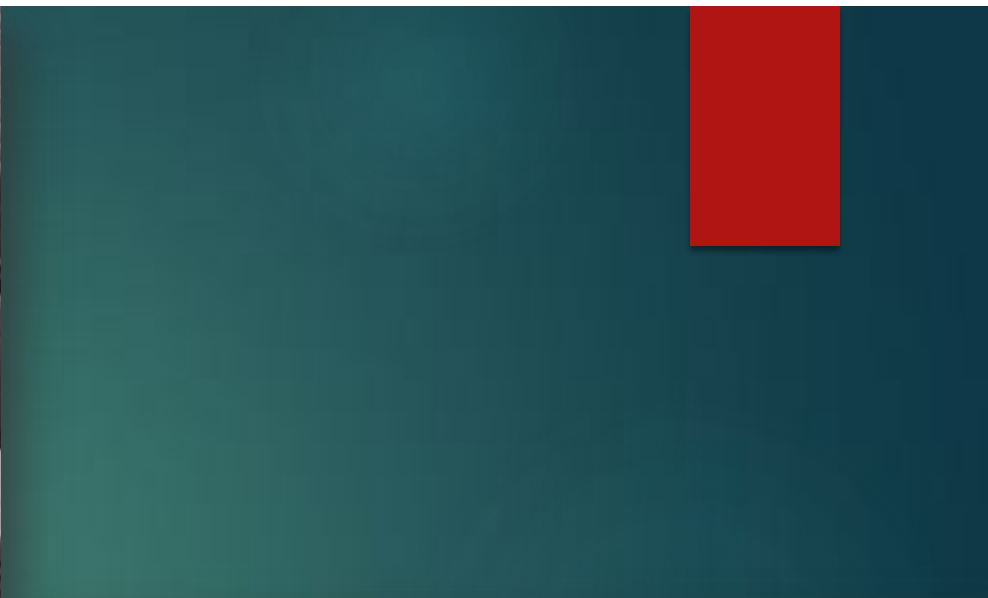
- ▶ What is his full name?
- ▶ What is his origin?
- ▶ When did he move from rural areas of the country to São Paulo?
- ▶ How old was he when he moved to São Paulo?
- ▶ What did he do back then?
- ▶ When did he become homeless?
- ▶ How long did he live in the street?
- ▶ What changed his life?





10 causes of homelessness

- ▶ Addiction
- ▶ Domestic Violence
- ▶ Mental Illness
- ▶ Job Loss and Underemployment
- ▶ Foreclosure
- ▶ Post-Traumatic Stress
- ▶ Throw Away Teens
- ▶ Relational Brokenness
- ▶ Grief
- ▶ Despair



What are their stories...?





Photo by [Matt Collamer](#) on [Unsplash](#)



Photo by [Josh Swieringa](#) on [Flickr](#)

We lost our
parents. We've no ho-
me. Please help us.

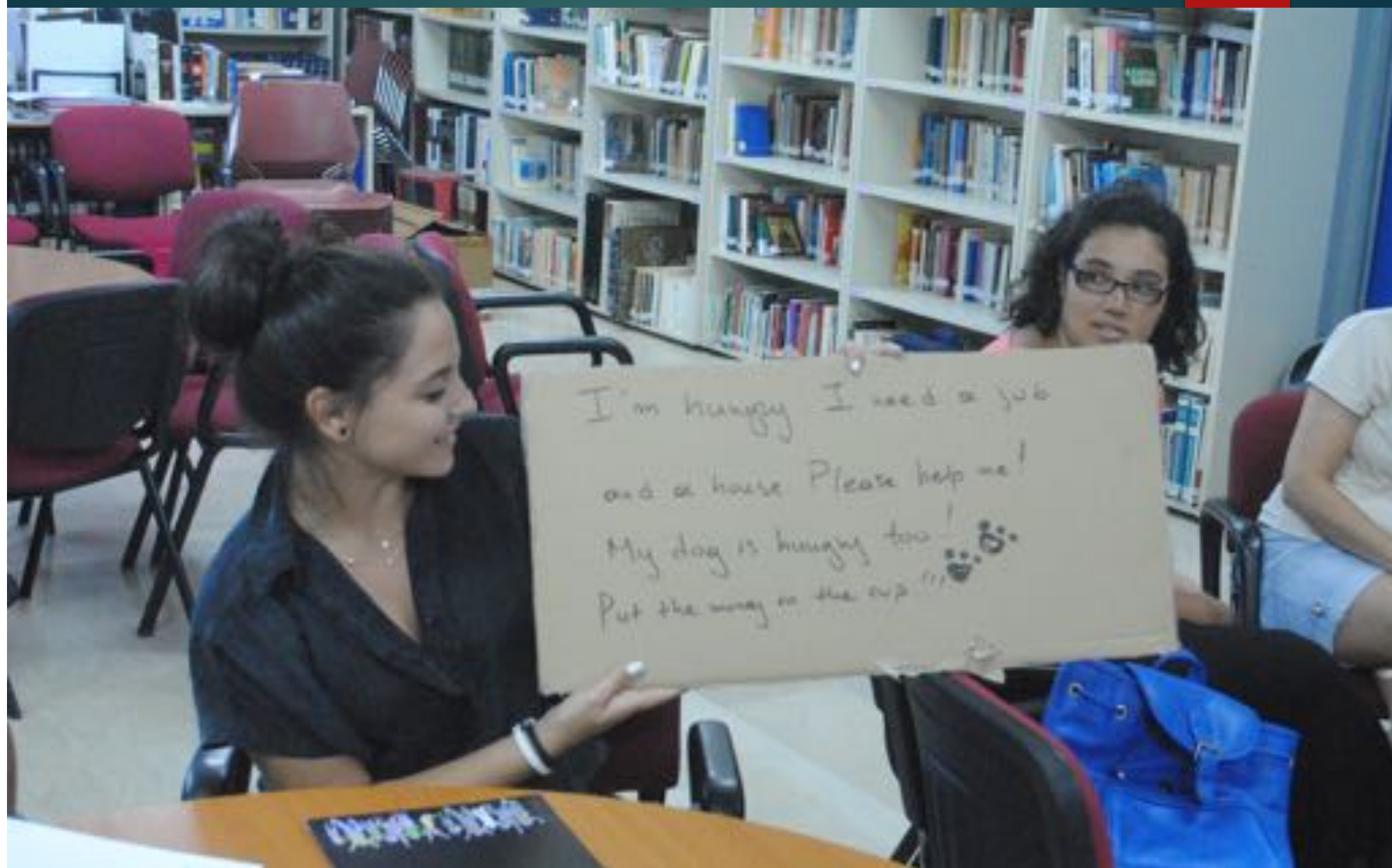




Photo by [Franco Folini](#) on [Flickr](#)

How vulnerable are you to becoming homeless?

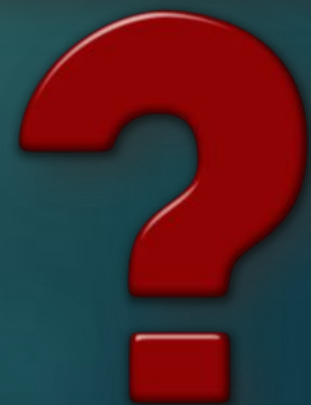
- ▶ Could you ever experience a flood, fire, or other natural disaster?
- ▶ Do you work in an area of the economy/job market where your job might become obsolete?
- ▶ Could you ever suffer from long-term illness or accident without proper health benefits or other compensation?
- ▶ Do you live in a household with only one full-time wage earner?
- ▶ Are you behind in any monthly bills?
- ▶ Are housing costs in your area increasing faster than wages?
- ▶ Does anyone in your family struggle with addictions such as drugs or alcohol?



YES.

Are you at risk?

"DAMNED IS THE MAN WHO ABANDONS HIMSELF"



Let's write a Home is... poem

Sights

A large, empty rectangular box with a black border, intended for writing about sights.

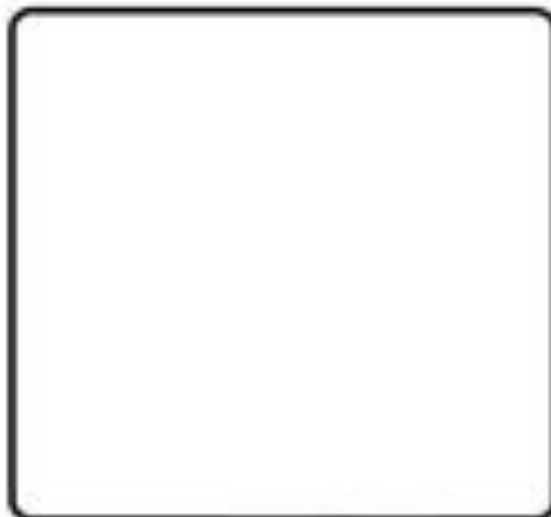
Sounds

A large, empty rectangular box with a black border, intended for writing about sounds.

Smells

A large, empty rectangular box with a black border, intended for writing about smells.

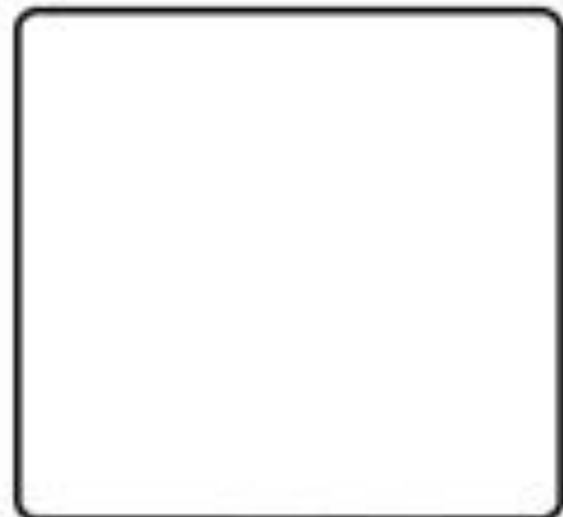
Feelings

A large, empty rectangular box with a black border, intended for writing about feelings.

People

A large, empty rectangular box with a black border, intended for writing about people.

Activities

A large, empty rectangular box with a black border, intended for writing about activities.



Let's write a Home is... poem

Sight

people
walking down

Sounds

laughter

Smells

food and
candy

Feelings

happy
sad
angry
scared

People

family
friends
neighbors

Activities

ball playing
reading
music

HOME SMELLY HOME

Home is not a place
it's a smell that
lingers
dormant
in the depths of memory
The nose is a better
historian than other
senses that often
betray us
Houses fall down
crumble
are blown up
or washed away

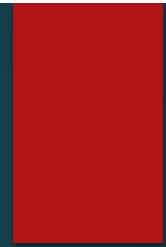
People you once knew
even loved
change
forget
move on
or perish
Only your animal nose
remembers
only your nose knows
that home is where
the scent is familiar.

Rakesh Bhanot

What can I do?

- ▶ Understand who the homeless are
- ▶ Educate yourself about the homeless
- ▶ Respect the homeless as individuals
- ▶ Respond with kindness
- ▶ Bring food
- ▶ Give money
- ▶ Give recyclables
- ▶ Donate clothing
- ▶ Donate a bag of groceries
- ▶ Donate toys
- ▶ Volunteer
- ▶ Teach...

Why film?



- ▶ “When we watch an evocative video, it changes the way we **think**, and may even change the way we **behave**. People who watch a video about a young boy suffering from cancer, or a homeless person are more likely to donate money to charity having watched the video. We can use stories to **break down bias**, to **foster inclusiveness** and to **encourage prosocial behavior**. They can have a huge effect on us and on our behaviour. Video can be a very effective way to introduce issues, perhaps **difficult issues** in the classroom, so they can be discussed. But also, through the use of video, we might actually **open people’s minds to different possibilities**, and **encourage them to act in a more inclusive way.**”

(Clare, A. 2017)

References

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- ▶ DeWitt, P. 2012. *Should Teachers Be Responsible for Teaching Social Issues?*. [ONLINE] Available at: http://blogs.edweek.org/edweek/finding_common_ground/2012/04/should_teachers_be_responsible_for_teaching_social_issues.html. [Accessed 5 April 2018].
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- ▶ Mikalauskiene, R. 2018. *Cinema for inclusive education of cultural and social awareness*. [online] Available at: <https://ec.europa.eu/epale/en/content/cinema-inclusive-education-cultural-and-social-awareness>. [Accessed 5 April 2018].



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