



Film project “Bilingual Classes”: Using films to explore tolerance in German-English bilingual classes.

**First session: Meeting others –
Raising awareness through
movement**

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o. Introduction

Introductory session and presentation: Teachers and students meet in a circle.

Teachers and students experience a new way of meeting each other while using the classroom space differently: tables and chairs are put to one side to create enough space so that everyone can move freely. This first step detaches students from their usual school routine and opens them up to a new style of learning. The use of a circle provides the students with a sense of community and equality, at the heart of each individual.

The teachers greet the class in both German and English.

Learning outcomes	Planning of the session
1 - Warm up: introduce yourself	
<i>(5') Standing in a big circle</i>	
<ul style="list-style-type: none"> ✓ Understanding through observation and imitation 	<p>The teacher steps forward and says their name. The students do the same one after another.</p>
<ul style="list-style-type: none"> ✓ Non-verbal expression through gestures = awareness and physical risk taking 	<p>The actor steps forward, says their name and performs an action (physical signature). Each student steps forward in turn and chooses a gesture to accompany their first name.</p>
<ul style="list-style-type: none"> ✓ Interaction skills <ol style="list-style-type: none"> 1) Physical awareness. 2) Listening. 	<p>In order to warm up together the class partakes in movement, speaking and breathing exercises to relax the muscles and help the students find their voice.</p> <p>Example of a short physical warm-up: Lift the shoulders to the ears, breath out as the shoulders come down again. Circle all of the joints; shake the whole body while making some noise.</p> <p>Instructions (see "Tools") Circle your foot, your knee, your hips, your head, your arms. And shake! Shake your hands, shake your feet!</p>

2 - Make contact

(5) Standing in a big circle

✓ Interaction skills

1. Concentrate, pay attention to others.
2. Be aware of your position in the chain of communication.
3. Be aware of the importance of eye contact.
4. Wait, receive and pass on **(the foundations of communication)**.

- The actor passes a "clap" to the student on their right. The student turns and passes the clap to their neighbour while making eye contact with them, this continues until the clap travels around the whole circle.
- The actor sends a "clap" to the student on their left. The exercise continues as above.
- The actor sends one "clap" to the right and one to the left. The two "claps" must travel around the circle and return to the actor at the same time.

Instructions (see "tools")

Pass the clap and look! Look left, look right! Eye contact! Quicker! Don't stop! Keep moving!

3 - Listen, Connect, Imagine: Pass the colours

(5) Standing in a big circle

✓ Interaction skills

Listen to others, react to what is given, give when it is my turn without making a mistake. Reinforce the skills of exercise 2 (chain of communication).

The teacher sends a virtual colour with a clap while saying the word "blue" and making eye contact with the student next to them, the next student passes the virtual colour/clap while at the same time saying the word "blue" with exactly the same emotion and gesture. This continues until a new colour is introduced in English: "red". The aim of the game is to pass lots of different colours connected with different emotions, languages and gestures, all at the same time. Even if several different colours travel around the circle at the same time, no colour must be lost. Once everyone has understood the game, new rules are gradually introduced:

- ① Change the the colour at any time
- ② Speed up
- ③ Look at the person to whom the colour is passed
- ④ Say the colour clearly
- ⑤ Don't hesitate, etc. ...

Instructions (see. "tools")

blue, green, red, yellow, purple

4 - Interact: Encounters	
<i>(5') Standing in a big circle</i>	
<p>✓ Oral interaction:</p> <p>1. Choose someone.</p> <p>2. Listen.</p>	<p>One student, 'A', chooses another student, 'B', without comment.</p> <p>'A' passes through the centre of the circle while moving towards 'B'. When 'A' arrives opposite 'B', 'A' greets 'B' by saying aloud the first name of 'B' while imitating the gesture 'B' used previously in the presentation circle.</p> <p>'A' then takes the position of 'B' who must now choose a student 'C', etc...</p>
	<p>Instructions:</p> <p>I say X and do your gesture, is this right?</p>

5 - Interact: Encounters in space	
<i>(5') Free movement in the space</i>	
<p>✓ Empathy</p> <p>1. Change focus: learn to react to an unexpected situation.</p> <p>2. Synchronise actions (react appropriately to eye contact or a gesture).</p> <p>3. Actively reflect on stereotypical gestures/classified actions/cultural gestures.</p>	<p>Moving in the space: The students are allowed to move freely in the space. They are asked to move throughout the room following their own path and picturing an imagined horizon. At the same time they should greet others when they cross them.</p> <p>Developing the activity</p> <ul style="list-style-type: none"> • Greet each other with a movement of the head. • Greet each other by shaking hands. • Ask the students for other gestures that may be used as greetings. • The students choose a familiar gesture - they are encouraged to think of gestures used in cultural backgrounds or families. <p>Instructions:</p> <p>Walk in the room in any direction. You can greet each other. What do you do when you meet in France/Germany/England? (<i>Greet the students</i>)</p>

6- Express yourself- Discover language diversity	
<i>(10') In a circle, a poster in the middle</i>	
<p>✓ Inspire confidence in their own identity.</p> <p>✓ Motivate the students</p>	<p>The teacher informs the students that they themselves speak several languages; in turn they ask the students which languages they speak at home with their parents, and in school.</p> <p>Students are asked to write down words in different languages on</p>

<p>for the project and for the discovery of languages, while easing their fears.</p>	<p>a big poster placed in the middle of the circle. They then explain to the class what they have written and why they have chosen that specific word and phrase. If the students prefer not to explain straight away, this should be respected, and they can speak up at a later stage.</p> <p>This phase of valorisation of languages spoken at home by the students is extremely important in order to fully welcome the students with their full linguistic biographies - a biography which is key for further language acquisition. Being permitted to use a family language at school allows for a more profound connection with the language teachers, and means that school is no longer considered as an island by the students, but is integral to them and their lives.</p> <p>Instructions</p> <p>a) What languages are you exposed to on a daily basis? Do you understand them? Can you speak them?</p> <p>b) You can also ask at home how to write...how to say...if you would like to.</p> <p>c) If you want to, you can bring in objects from your homes that represent your culture.</p>
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<p>7 - Relax - Discover film through music</p>	
<p><i>(10) Lying on the floor</i></p>	
<ul style="list-style-type: none"> ✓ promoting creativity. ✓ Creating a connection through the medium of film. ✓ develop feelings through the sensory. 	<p>The teacher asks the students to lie down on the floor and close their eyes. They listen to an extract of the soundtrack from one of the films, followed by the other.</p> <p>The teacher now asks the students to open their eyes and share their feelings and reactions to the music they have just heard. The teacher should emphasise that there are no right or wrong answers. During the conversation the students should understand that the project will involve working with film.</p> <p>The students are then asked to talk about their experience with "films" and "cinema".</p> <p>What is your favorite film? Create a short profile of your favorite film: title, director, year of production, main actors (max. 3), a short summary of the plot and 4-5 questions.</p> <p>The students should have the opportunity to research missing information on the internet.</p> <p>Next, freeze frames from both movies are shown: the images should illustrate moments of strong emotions. The students are then asked to express these emotions non-verbally. Afterwards the students identify the vocabulary of the emotions in both English and German</p>

	<p>and these are noted on the board.</p> <p>The trailers of both movies are then shown.</p> <p>This is followed by a discussion during which the following topics can be addressed: comparisons, common ground, differences, languages, countries, genre, the socio-cultural framework, and the actors.</p>
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8- Reflect together - Introduce the students to the project	
<i>(10') In the circle</i>	
<ul style="list-style-type: none"> ✓ Introduce the project, allow the students to ask and answer questions. ✓ Accept their comments and ensure their collective engagement in the project. 	<p>Debriefing - evaluation of the day</p> <ul style="list-style-type: none"> ● What exactly do the students want to do with the project? ● The journey is more important than the end result: even if the students cannot present solutions at the end of the project, they will have learned a lot along the way. ● The students' ideas should be taken into consideration and they should be encouraged to pursue them. <p>The students do not have to give feedback right away.</p>