



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

Second session: Changing perspectives – Discovering together

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Learning outcomes	Planning of the session
1 - Warm up - present emotions	
<i>(5') Standing in a big circle</i>	
<ul style="list-style-type: none"> ✓ Understand and experience personal emotions and the emotions of others. 	<p>Discussion about how the students are feeling after yesterday's session (linking the two days).</p>
2 - Film showing	
<i>(120') Seated</i>	
3- Copy emotions - Relate to the characters	
<i>(10') In a circle, posters in the middle</i>	
<ul style="list-style-type: none"> ✓ Develop empathy. ✓ Perception of the body. ✓ Role-playing in groups 	<p>Freeze frames from the film.</p> <p>Each student has a partner. Half the class observe, the other half play the clown. Each spectator watches their partner.</p> <p>Freeze.</p> <p>The spectators enter the playing space and become the actors, putting themselves in the place of their partner, so in effect playing the same clown as their partner.</p> <p>Freeze.</p> <p>The students play their own clown.</p> <p>Freeze.</p> <p>The spectators become actors once again.</p>
4 - Posters	
<i>(10') In a circle, posters in the middle</i>	
	<p>Work around the film posters.</p> <p>After being exposed to the the films through music, the emotions given off by the actors, and the experience of being both actor and audience, the students are shown the posters from the two films and try to make sense of the artwork and composition, then by the printed words.</p>

5- Debrief	
<i>(10') In a circle, posters in the middle</i>	
	The students lead this part of the session by posing questions about the work they have done and will do. The actor-educator is questioned about their job and participates in the discussion.