

LEARNING RESOURCE

Hördur

3rd/4th Level & Senior Phase (suitable for S1 – S4/S5)

Curriculum for Excellence subject areas: Health and Wellbeing / German / Social Studies / History / Literacy across learning

Topics: Immigration, multicultural societies, bullying, violence, family relations, father-daughter relationship, friendship

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Hördur – Zwischen den Welten

Germany 2014; German with English subtitles; 81 minutes

Hördur is an inspiring coming-of-age drama set in contemporary Northern Germany. The film tells the story of 17-year old Aylin, a teenage girl of Turkish origin, and her struggle to fit into the various roles she is required to fulfil as a young woman. Hördur conveys the gripping story of Aylin's conflicts and her battle to take part in a riding competition against all odds. The film shows her struggle in a realistic and convincing manner and it was awarded the certificate "highly commended" by the German Board of Film Classification. It will grip an audience whether it is interested in horses or not! The film tells the experience of young migrants in modern day Germany in a sensitive and authentic way, it is moving and inspiring.

Crew

Director: Ekrem Ergün. Screenplay: Dorothea Nölle (based on a story by Ekrem Ergün and Stefanie Plattner). Camera: Eric Ferranti. Musik: Eike Hosenfeld, Moritz Denis, Tim Stanzel. Production: Storming Donkey Productions

Cast

Aylin – Almila Bagriacik
Hasan – Hilmi Sözer
Emre – Noë Chalkidis
Iris – Felicitas Woll
Jaqueline – Ceci Chuh

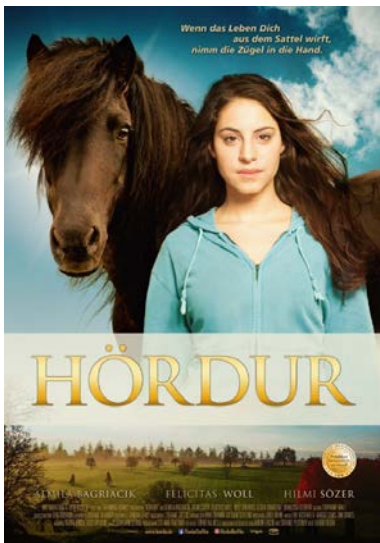
Plot Summary

Aylin is a 17-year-old girl of Turkish origin. She lives in a northern coastal town in Germany with her father, Hasan, and her little brother, Emre. Her Mother has recently died. Aylin is taking care of the housework and looks after her little brother. At school she is being bullied until she loses it and beats up the main bully, a girl called Jaqueline. A judge orders Aylin to community service at local stables where the owner, Iris, treats her very strictly. Aylin is fascinated by the Iceland horse Hördur, which means "warrior" in Icelandic. Her fondness of Hördur changes Aylin; she starts making an effort with her work at the stables and wins Iris's sympathy. Iris agrees to teach her how to ride and soon it transpires that Aylin is very talented. Aylin also improves in school and the other pupils start to respect her. When Aylin wants to enter a riding competition her father says No. Turkish women don't ride! Hasan thinks that riding is a decadent Hobby for Germans. He is planning to leave Germany with his family.

Learning Resource:

Hördur

a) Before watching the film



Look at the image on the poster.
What do you think the film *Hördur* is about?
What type of film might it be?

Here is another picture of Aylin, the main character of the film.

Work in small groups to discuss these questions below. Afterwards, share your results with the class:



- Where do you think the name Aylin comes from? Does it sound like a German name?
- What mood is Aylin in? What do you read in her face? Make some assumptions.
- Think about your own situation: Do you have relatives or friends who have come to Scotland from other countries?
- Do you speak languages other than English in your family?

d) During watching the film:

1 Watch the opening scene of the movie. What can you say about Aylin's dream? Look at the colors and the camera, what might those two things tell us about Aylin's character? Make some predictions.

The colours and the camera moves and shots in this dream sequence are...

This makes us feel...

Aylin might feel.....

2) In the school corridor, Jaqueline pours a drink over Aylin. *(Teacher's note: Stop the movie at 10 minutes in, just before we see Aylin's reaction to this provocation.)*

Discuss and explore the following questions:

- What do you think will happen next, how will Aylin react?
- How do you think you would react if you were in her situation?



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3) At the end of the movie Aylin's father apologizes to her. He says "Es tut mir leid", which is German for "I am sorry") (*Teacher's note: Stop the movie at 1 hour 13 minutes in.*)

- What do you think he is apologizing for?
- How will the film progress/end - what will happen next?

*I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts. **LIT 3-07a***

*I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. **HWB 3-04a / HWB 4-04a***

c) After watching the film

The full German title of the film is "Hördur - Zwischen den Welten", which means "in between worlds".

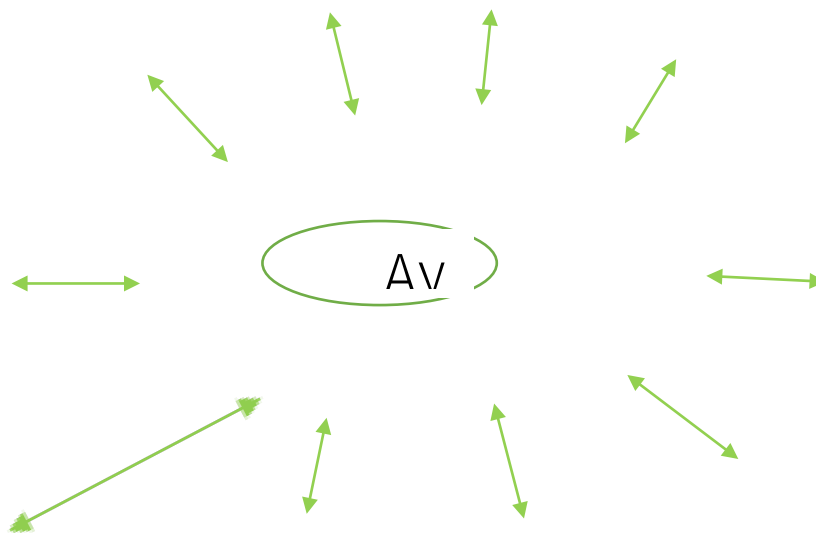
- Why do you think the film was given this title?
- What are the worlds the title refers to?
- Do you think the problems Aylin faces are problems you can identify in your own community?

Discuss in small groups and share your findings with the class afterwards.



*I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. **SOC 3-16***

Using this diagram, write down all aspects to Aylin's character and to her life. Which aspects of her life are a source of conflict for her? Mark those in red.
Write down words and phrases, firstly in English and then use a dictionary to find their German equivalents and write them in your diagram.



I can understand how a bilingual dictionary works and use it with support. **MLAN 2-11a**

I can use a bilingual dictionary independently to help me understand a new language. **MLAN 3-11a**

I can recognize features of words in the language I am learning and use them to make sense of vocabulary and of the connections between words. **MLAN 3-11b**

RESEARCH PROJECT AND PRESENTATION

Germany and its “guest workers” in the 1960s

Turkish workers arrived in Germany in the 1960s because there was a demand for cheap labor in the industrial areas of Germany. Originally the Turkish workers were supposed to only come and work in Germany for a couple of years but many stayed and created the beginning of the multicultural society Germany is today. The employment of Turkish workers was meant to be for a limited time just like with the Greeks, Italians and Spanish workers who had previously come to Germany as guest workers. In the mid-sixties the recruitment treaty allowed the Turkish workers to stay for longer than two years. Later, the workers were even allowed to bring their families with them. Today, around 2.5 million people with a Turkish background live in Germany, meaning either they or their parents were born in Turkey, making them the largest migrant group in the country.

Use the internet to research the arrival of Turkish guest workers in the 1960s. Find answers to the questions below and prepare a short presentation (5 minutes).

- **Why were Turkish men recruited to work in Germany?**
- **What is the German “economic miracle”?**
- **Why were the people who came to work in Germany called “guest workers”?**
- **Using a dictionary, can you translate the term guest worker into German?**
- **How many people with Turkish migration background live in Germany today?**
- **Which other countries did people come from?**
- **Why did so many Turkish people stay in Germany?**

*I have worked with others, using a variety of media including ICT where appropriate, and can contribute successfully to a presentation in English, supported by use of the language I am learning, on an aspect of life in a country where the language I am learning is spoken. **MLAN 2-06b***

*I have contributed to a group to plan and prepare short talks in the language I am learning on topics of personal interest or linked to an aspect of a country where the language I am studying is spoken. **MLAN 3-06a***

LISTENING AND TALKING

In the film *Hördur* the main character Aylin confronts many conflicts and changes in her life and we follow her on her journey of growing up. In small groups, discuss how her relationships change from the beginning to the end of the film:

	beginning of the film	end of the film
Aylin and Emre:		
Aylin and Jaqueline:		
Aylin and Iris:		
Aylin and Hassan:		

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.

I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.

LIT 3-02a

LISTENING AND TALKING

Migration is a big topic in Germany. There are more than 16 million people with migration background living in Germany today. Since 2015 Germany has taken in more than 1.5 million refugees. Many migrants and refugees are fleeing warzones, others are looking for a better life. There are many problems migrants face in a new country. Migrants often don't speak the country's language; they have no friends or family and they need to become familiar with the customs of a new country. Try and imagine what the situation for migrants might be like:

a) Using the conditional tense (Konjunktiv II), answer the following questions in German. Then interview your partner!

1. Warum würde ich mein Heimatland verlassen?

2. Wohin würde ich gehen?

3. Warum würde ich dieses Land wählen?

b) What could the term “**Migrationshintergrund**“ mean? Please work this out with a partner, using a dictionary. Try and write a definition of the term in German.

c) Now think about your own country.

- 1) Are there many people in Scotland with a migration background?
- 2) What countries have they come from?
- 3) Do you know any reasons why they might have migrated to Scotland? Collect some information in small groups to present to your class.

*I can take part effectively in more detailed conversations using an extended range of language structures to exchange information, experiences, feelings and opinions and by offering more detailed reasons for having these opinions. **MLAN 4-03a***

*I can explain why a group of people from beyond Scotland settled here in the past and discuss the impact they have had on the life and culture of Scotland. **SOC 3-03a***

*I use the support of others and access appropriate reference materials of my choice to help me plan my writing in ways that engage my reader, using ICT when appropriate. **MLAN 2-12a / MLAN 3-12a / MLAN 4-12a***

WRITING



Look at the two pictures of Aylin. If Aylin wrote a diary, what do you think she would write about her life in the city and about her life in the country? Write a paragraph of a diary entry for both, include how Aylin might feel.

This morning Emre woke me up really early. I got up and made him some breakfast, then...

This afternoon I went out to the stables, I felt...

*By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organize essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. **LIT 3-26a / LIT 4-26a***

WRITING

For many Muslim girls integration into Western Society can be difficult. They sometimes face conflicting ideas of what is expected of them in terms of their families and their religion and what life for girls and women can be like in a Western society.

a) Please work with a partner: Practicing your German modal verbs, please write down some sentences about Aylin in German.

können

müssen

dürfen

sollen

wollen

Beispiel: Aylin **muss** auf Emre aufpassen.

Aylin muss/muss nicht...

Aylin darf/darf nicht

Aylin soll/soll nicht

Aylin kann/kann nicht

Aylin will/will nicht

• reiten

• an einem Reitwettbewerb teilnehmen

• den Tee servieren

• die Hausaufgaben vorlesen

• in die Schule gehen

• Sozialstunden leisten

• Emre von der Schule abholen

• Gewalt anwenden

• das Essen kochen

• in der Türkei leben

I can check the accuracy of my writing using my knowledge about language, the support of others and appropriate reference materials, including success criteria. MLAN 3-14a

Aylin gives a presentation in her class on the topic: Mein Lebenstraum – My life dream. Write a couple of paragraphs in English: What is your greatest dream? Imagine your dream coming true and describe it in as much detail as possible: what does it feel like, what does it look like, what does it involve (for example other people, or certain equipment)?

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a

By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information for ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. LIT 3-26a

