

BSL tool 1: Fair personal, interpersonal & social decisions

Description

Parents / grandparents can take the opportunity to discuss more complex issues while/after watching a film (documentary, animation or play film). The choice of film depends on the child's age, hobbies and specific situation.

We provide guidelines on how to discuss the topic of making responsible choices with support of the short movie "**Schwarzfahrer**"/ "**Black rider**", by Pepe Danquart.

We also suggest watching a mini-short story from the cycle "All the Invisible Children", such well known films as "Babel", "Hotel Rwanda", "The Firm" and similar, that create a space for discussions about personal, interpersonal and social responsibility, fair decisions.

Age range

This film can be watched and discussed with children of different ages, starting from 12 years and on.

Learning objectives

To develop critical analysis skills - careful and attentive viewing, attention to details, etc.

To develop critical questioning skills - to raise open questions of varying complexity.

To develop critical interpretation skills –to interpret content/plot referring to the facts/evidence.

To develop synthesis skills – to make links between different content/plot parts; to interlink person/interpersonal and social responsibility.

To develop critical evaluation and reflection skills - to make independent and reasoned judgments.

Preparation for the activity

- Before watching the film together, parents/grandparents should watch it by themselves first, and be prepared for raising and discussing critical questions;
- Complexity of questions will depend on age and individual readiness to understand and to interpret the plot;
- Parents/grandparents have to choose the best time for such activity. For example, to use it as complimentary material while preparing school projects, analyzing topics of ethnicity and globalization, anger and hatred, tolerance and intolerance, etc. Or to take opportunities as they arise to discuss the issue of personal responsibility in a social environment.
- The film duration is 10 minutes. Parents/grandparents may decide to watch the entire film at once or to watch it in separate parts by making stops for discussions. Choice depends on such factors as children's ability to focus attention, available time for discussions, etc. We present step-by step instructions for the second option below.

Activity step-by step

In order to evoke interest in the film, it is advisable to start by guessing “*what will the film be about?*”. Several keywords can be used, such as *Berlin, tramway, old lady*. Or another image from the film can be used as stimulus for the initial discussion.



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- Allocate 3-5 minutes to share different scenarios about the possible film plot. Use your imagination!
- Before starting to watch the 1st part, ask children to be attentive and observe different acting characters - who are they; how do they look; what do they do?

Recommended stops and questions for discussions:

First part: 0:00-2:17

1st stop:

- What did you notice?
- What drew your attention? Why?
- What was strange or/and unusual? Why?
- What will happen next?

Second part: 2:18- 5:03

2nd stop:

- What drew your attention? Why?
- What do you think about the old lady?
- What do you think about the passengers?
- How do they behave? Why do they behave like....?
- What will happen next?

Third part: 5:04- 7:30

3rd stop:

- What happened in this part?
- What drew your attention? Why?
- What do you think about the young black man?
- Did you notice any change in the passengers' behaviour? What exactly?
- What do you think about the sound and music in this part? What does it mean?

- What will happen next?

Fourth part: 7:31- 9:59

Last stop:

- What do you think about the resolution of the situation?
- Is it fair/not fair? For whom?
- How do you treat personal decisions not to interfere/to keep silent?
- On what factors is interpersonal conflict based?
- How do you treat the tram's small society? How could you name it?
- Who was black rider?
- Was the plot very far from/close to what you thought it might be?
- What would you ask the film director?

Further discussion

- What did you learn?
- What does this story mean to you?

Some doubts that may arise

Are the discussions going to be too short or too superficial? – They might be short and not very deep at the very beginning. Don't worry! Children (and you!) have to develop their experience of such discussions. It might also be a little bit chaotic – it is difficult to keep flow. Things will improve the more you practice the activities.

Where to make stops and how many? - The stops should not be too far apart or too close together. Each stop should be at a logical point – where something ends and/or something new is expected to begin.

Are all the thoughts and ideas the children have acceptable? – Yes, they are, even if not well expressed or justified. It is a good opportunity to learn how to express ideas and to support them with evidence

What if the film is being watched by children of different ages? - It is a good family learning opportunity! Smaller children will be learning from elders. Sometimes small children will notice tiny, but important details, and raise unexpected questions. You are welcome to include senior family members in the discussion as well.

Can all films be analyzed? – Those who have good ideas, dynamics, are evoking and provoking discussions.

Questions for reflection, self-assessment and conclusions

- What do you think your children learned?
- What did you learn?
- What was most difficult?
- What would you do differently next time?

Recommendations on how to adapt to different age-groups

For primary school children (up to 10) – use short animation, children’s films; pose fewer questions, give more space for free talking;

For 15- 18 years – use open questions to discuss any film (possibly without planning stopping points), story, event.

We also suggest:

For 10-14 years - a mini story from the cycle "All the Invisible Children"

For 15- 18 years - well known films “Babel”, “Hotel Rwanda”, “The Firm” and similar ones, that create space for discussions about personal, interpersonal and social responsibility, fair decisions.

It is recommended to make references to personal experience in all cases.

References

Links to the short movie “Black Rider”

Original language (German):

<https://www.youtube.com/watch?v=nWnSv0MMTns>

With English subtitles:

<https://www.youtube.com/watch?v=XFQXcv1k9OM&t=30s>

With Spanish subtitles:

<https://www.youtube.com/watch?v=QCuKG-iZDoY>

Lithuanian subtitles in written - in Annex 1

to use while watching movie with English subtitles:

<https://www.youtube.com/watch?v=XFQXcv1k9OM&t=30s>