



Romain-Rolland-Schule (Gymnasium), Kl. 11/ 12 Frau Deutschmann Place Molière 4 13469 Berlin	 <p style="text-align: center;"><b>Berlinale 2010</b>  <b>Generation 14plus – Projektbericht</b></p>	 <p style="text-align: center;">* <i>Generation</i> * Schulprojekt</p>
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## Berlinale Generation 2010 – Projektbericht

### I Vorbedingungen des Schulumfelds und der Lerngruppe

Die Klasse 11d und der Grundkurs Englisch (12) bestehen aus Mädchen und Jungen, die in Reinickendorf wohnen und zur Schule gehen. Sie haben deutsche, türkische, polnische, afrikanische und südamerikanische Wurzeln und sind in diesem Schuljahr neu in ihren Lerngruppen zusammengekommen. Im nächsten Schuljahr wird der Klassenverband der 11d wieder aufgelöst, wenn die Schüler\_innen in die Kursphase übergehen, der Grundkurs bleibt für ein weiteres Jahr zusammen.

### II Didaktisch-methodische Überlegungen

 <p><b>Neukölln Unlimited</b></p>	<p>Ich unterrichte die Gruppen jeweils drei Stunden pro Woche im Fach Englisch.</p> <p>Nach den Pressevorführungen entschied ich mich für die Filme „Neukölln Unlimited“ und „Bran Nue Dae“ als Grundlage für die Projektarbeit.</p> <p>Im Januar fanden in der Romain-Rolland-Schule (Gymnasium) Projektstage zum Thema „Gegen Armut und soziale Ausgrenzung“ statt. Die Klasse 11d hat sich mit der integrativen Funktion des Sports befasst und ein Sportfest für 140 Schüler der 6. Klassen aus umliegenden Grundschulen geplant und durchgeführt. Es wurde Musik gespielt und neben sportlichen Wettkämpfen auch getanzt.</p> <p>Die 11. Klasse hat beide Filme gesehen und sich sofort für die Projektarbeit zu dem Film „Neukölln Unlimited“ entschieden.</p> <p>Der Film lief in deutscher Sprache und war somit für alle Schüler verständlich. Das Projekt findet im Rahmen des Englisch Unterrichts statt und eine Herausforderung bestand nun darin, Kenntnisse über das eigene soziale Umfeld zu erwerben, reflektieren und in die englische Sprache zu übertragen.</p>
 <p><b>Bran Nue Dae</b></p>	<p>Der Grundkurs Englisch (12) befasst sich in diesem Kurshalbjahr mit dem Thema „National</p>

and Cultural Identity“. Nachdem die Schüler sich mit Südafrika befasst haben, richtete sich der Fokus nun - angeregt durch den Film „Bran Nue Dae“ - auf Australien. In beiden Ländern spielt Diskriminierung von Ureinwohnern eine Rolle. Die Schüler versuchen einen Vergleich herzustellen und Möglichkeiten der Integration zu finden. Desweiteren untersuchen sie das Bewusstsein ihrer Mitschüler für Diskriminierung und Integration.

Sie finden selbständig und in Teams Möglichkeiten der kreativen Verarbeitung ihrer Erkenntnisse.

### III Stunden-/ Projektstruktur

Datum	Nr.	Inhalt	Kl.
13./14 2010	01	Berlinale Screening/ Q & A: <i>Bran Nue Dae</i>	11/ 12
18.02.	02	Berlinale Screening/ Q & A: <i>Neukölln Unlimited</i>	11
22.02.	03	Entscheidung für Projektarbeit zu <i>Neukölln Unlimited</i> / Brainstorming	11
23.02. 2010	04	Writing a review of <i>Neukölln Unlimited</i> (homework)/ teambuilding & joblists	11
	05	Entscheidung für Projektarbeit zu <i>Bran Nue Dae</i> / Brainstorming	12
25.02. 2010	06	Dancing scene (1), collecting ideas for the screenplay	11
	07	Writing a review of <i>Bran Nue Dae</i> (homework)/ teams & joblists	12
01.03. 2010	08	<b>Lennart (group 1):</b> Developing the plot, thinking about suitable music, planning the next steps; <b>Sarah (group 2):</b> exchanging/ coordinating ideas with group 1 about how to make the film, discussing the film title; <b>Carla (group 3):</b> developing ideas for a booklet, joblists	11
02.03. 2010	09	<b>Marcel, Alexander (group 1):</b> finishing the general plot / writing the screenplay, choosing the main characters (Adriana, Gülay), planning special scenes/ effects, developing a logo; <b>Sarah (group 2):</b> planning an interview on the subject of “integration of foreigners”, deciding which people to talk to, delegating jobs; <b>Carla (group 3):</b> getting information on Reinickendorf (town hall, internet research)	11
	10	Brainstorming in groups: games, calendar, poster, questionnaire/ first drafts	12
04.03. 2010	11	<b>George (group 1):</b> planning how to film scenes 1-6, the girls’ lives and their dreams, decision to shoot the last scene at first and add newscast scene dealing with the social issues of Reinickendorf; <b>Esther (group 2):</b> discussing actors’ roles, means of achieving audience empathy, special effects, part of the dancing group, working on the role of the newscaster, planning how to shoot the interview in Tegel; <b>Carla (group 3):</b> discussing issues of Reinickendorf	11
	12	Getting background information on Australia, Aborigines, discrimination, developing questionnaire/ interviewing RoRo students	12

08.03. 2010	13	<b>Kristian (group 1):</b> planning how to shoot the subway scen; <b>Angélique (group 2):</b> discussing costumes with actors, working on dancing scene, choosing material for film poster; <b>Carla (group 3):</b> writing information in English	11
	!	Carla: Tuesday , 8.03.10 First we (jan, dorian and me)went to the town hall in Wittenau and have collected some information about Reinickendorf .We also took photos of wittenau, the undergroundstation and the S-bahn station. When we finished ,we went to the dance group(nadia & Burak) and took a few photos. Finally we talked about the content of our filmbook and the table of contents.	
09.03. 2010	14	<b>Crispin (group 1):</b> shooting the first scenes (problems with the camera); <b>Angélique (group 2):</b> supporting film crew, time management; <b>Carla (group 3):</b> taking photos of the shooting for booklet	11
	15	Getting material/ equipment organized, starting to produce calendar, games/ writing questions on South Africa and Australia on playing cards, interpreting results of interviews	12
11.03. 2010	16	<b>Kevin (group 1):</b> discussing how to shoot the ladies’ room scene; <b>Crispin (2):</b> interviewing children; <b>Carla (group 3):</b> taking photos of Reinickendorf for the booklet	11
	17	Producing the playboard, choose results of survey for poster, calendar (music)	12
13.03. 2010	!	<b><u>Sarah: Protocol</u></b>  <ol style="list-style-type: none"> <li>1. On Saturday, Crispin, Esther, Angelique, Cagla, Theresa and Sarah met in the “Borsig Hallen”, to shoot the interview that was supposed to be put into the movie later by Luisa.</li> <li>2. Esther was behind the camera, while Crispin was in front of it and acted as our reporter.</li> <li>3. Meanwhile, Theresa, Angelique, Cagla and Sarah looked for people that could be interviewed.</li> <li>4. We asked our questions to the people.</li> <li>5. Later on, Sarah edited the interview.</li> </ol>	
15.03. 2010	18	<b>Luisa (group 1):</b> choosing the film title „ Reinickendorf Unlimited“, shooting dancing scene in the entrance hall (lighting problem), Selin’s way home/ car scene, brother & sister scene (in the street), solving communication problems with actors in the car – on the pavement; <b>Angélique (group 2):</b> supporting film crew, time management; <b>Carla (group 3):</b> designing the layout of the booklet	11
16.03.	19	<b>Lennart L, Marcel S.(group 1):</b> shooting “taking-off-headscarf scene”, scenes	11

2010		at U-Wittenau, Centre Talma, taking photos of dancing group for booklet; <b>Carla (group 3):</b> writing captions, review of “Neukölln Unlimited” on the computer	
	20	Finishing calendar, games, posters/ preparing presentation of products	12
17.03. 2010	21	<b>Luisa (group 1):</b> editing the film “Reinickendorf Unlimited”	11
18.03. 2010	22	<b>Presentation in the classroom:</b> film poster, booklet, film “Reinickendorf Unlimited”, feedback/ evaluation	11
	23	<b>Presentation in the classroom:</b> results of survey (poster), Aborigine calendar, South Africa & Australia (game), Australian fauna & flora (game), feedback/ evaluation	12
	24	Projektbericht fertigstellen	Teacher
19.03. 2010	25	Projektbericht versenden	Teacher
25.03. 2010	26	<b>Projektvorstellung (10 Minuten):</b> Riesengebirgs-Oberschule, Belziger Str. 43-51, 10823 Berlin/ 14.00 Aufbau, 15.00 Beginn, 19.00 Ende	Teacher

#### IV Arbeitsblätter, Materialien, Schülerergebnisse

##### Arbeitsblatt 1

Gk-En Q2		Assignments	2009/ 10 (2)
date	lesson		
02/09/2010	1	Read the following review of the film „Bran Nue Dae“ (BND). Make a list of the new words and phrases and write down their meanings (English explanation/ German translation) by using a dictionary.	
	2	You will go to the <i>Berlinale</i> and watch the film “BND” there. Have you ever been to a filmfestival yet? What are your expectation? Write a statement of about 100 – 150 words. Refer to the review and the forthcoming event. Note (grammar): Use the future tense.	
02/11/2010	6	Note down 3 – 5 questions you may ask the director/ producer/ cameraman/ actors after the screening of “BND” at the <i>Berlinale</i> next weekend. Write down the answers later after the screening.	
02/13 or 02/14/2010	16.30/ 17.00 *	Kino Babylon Mitte „Bran Nue Dae“ / <i>Berlinale</i>	Instead of 02/16/2010 (Tue)
	16.00/ 16.30 *	Kino CinemaxX 3 Potsdamer Platz/ <i>Berlinale</i>	
02/16/2010	1/2	Free/ see above	
02/18/ 2010	6	Discussing „BND“/ words & phrases/ expectations & comments on going to the filmfestival/ written assignments (s.a.) will be collected	
<p>* Be at the cinema 30 minutes before the start of the film because there is no reservation of seats and it is usually very crowded. Please avoid eating during the screening. Pop corn will not be sold during the film festival either. Often there is a discussion on the stage with the main actors/ directors after the screening. Take part in it, ask questions, note down the answers and write down other people’s questions and answers, too. Enjoy the festival ☺</p> <p style="text-align: center;"><b>Berlinale Programme Generation 14plus</b></p>			

## Arbeitsblatt 2

<http://greenguideday.blogspot.com/2009/08/miff-bran-nue-dae-movie-review.html>

### [MIFF : Bran Nue Dae movie review](#)

Sunday, 9 August 2009



With its blend of toe tapping tunes, acting and voice talents, and beautiful scenery, Bran Nue Dae is great musical fun.

The story itself is a fairly flimsy excuse for stringing the musical numbers together. Set in 1969, aboriginal student and head boy Willie Johnson (newcomer Rocky McKenzie) runs away from boarding school in Perth, back home to his devoutly Christian mother Theresa (“not *the* Mother Teresa”) and would be girlfriend Rosie (Jessica Mauboy), in Broome, the far north west of Australia. Along the way they collect hippy tourists, Wolfgang (Tom Budge) and Annie (Missy Higgins); the homeless Tadpole (Ernie Dingo); Kimberley girl Roxanne (Deborah Mailman); and steal from Roadhouse Betty (Magda Szubanski). They are pursued by head teacher Father Benedictus (Geoffrey Rush) up the highway as he seeks to return Willie to school. They all meet on the beach in Broome where family relationships are reconnected and restored.

The highlights of the film, without question, are the show tunes. Drawing on the popular stage show of the same name, the songs are a mixture of 50s rock, show tunes, Negro spirituals, country & western and one Zorba inspired accordion backing to a traditional Aboriginal dance. Casting Mauboy and Higgins ensures that the numbers they are a part of are performed consummately. The other professional actors sing capably and in between times enjoy their comic byplay with each other.

The desert scapes are beautifully shot by Andrew Lesnie making the most of the unique colours of the Australian bush: the deep turquoise of the waterhole, sunburnt orange of the desert sand, the clean white robes of the gospel choir and so on.

The musical high point for me was the breakout, tap dancing “There is nothing I would rather be than to be an Aborigine” by Willie and the boarding house boys, just as they were to feel the full weight of Father Benedictus’ ‘Thou Shalt Not Steal’ smacking stick.

Director Rachel Perkins previous credits include the acclaimed TV series First Australians and the Paul Kelly musical, One Night the Moon.  
This film was great fun and a great way to finish the Festival.

Labels: [MIFF09](#), [Movie](#) Posted by GGBlog at [11:03 PM](#) 

## Schülerergebnisse



## Preparation for the film "Bran Nue Dae"

### 6: 1.) My expectations<sup>of</sup> (concerning) "Bran Nue Day"

The "Berlinale" is not the first film festival I've been to, (but) however, I'm very excited about <sup>going there.</sup> ~~it~~. The first one I <sup>went to</sup> ~~saw~~ was in Clermont-Ferrand in France, but it <sup>was</sup> slightly different, because they showed short sequences of 10 to 30 <sup>or films ???</sup> minutes.

So I'm even more interested in the "Berlinale" as this festival is very popular and many people come to Berlin just to <sup>go there.</sup> see it. In addition to that I would love to see once a director or an actor <sup>live</sup> (in real).

After reading the review I'm looking forward to <sup>watching</sup> see this film full of great music, dances and action.

I hope that I will get an impression of Australia, its culture and the way people live there.

I expect to see a great landscape with different animals, the desert or the coastline.

Nevertheless I'm also a little bit sceptical concerning the story of "Bran Nue Day" like the author of the film review (too).

I think the film will be focused much more on music, dances and fun, than on an elaborate story.



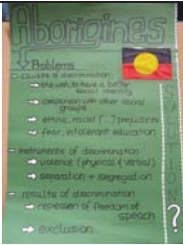






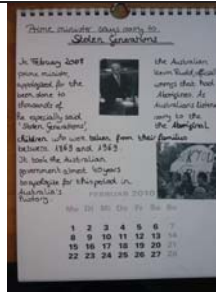
So I'm looking forward to an unstrained ambience and a film which is rather easy to understand, but very funny.

### 2.) Some questions to ask

- Was it easy to feature in this film or were you faced <sup>with</sup> to difficulties concerning the aspect of ~~the~~ Aboriginal culture? WOC
- What was your favourite scene in "Bran Nue Day"? gr
- How was the ambience during the <sup>turning (Dreharbeit) ?</sup> ~~turning~~ WOC
- Why did you chose this story?   
 <sup>shooting</sup>   
 <sup>choose (inhibire !)</sup>

## Schülerergebnisse

RoRo Klasse 11d	„Neukölln Unlimited“	Berlinale Schulprojekt
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11d goes Berlinale (poster)	discussing the plot of „Reinickendorf unlimited“ (film)	connecting people (dancing scene/ booklet)	political awareness (booklet)	
<b>„Bran Nue Dae“</b>				
RoRo Gk-En (12)	„Bran Nue Dae“		Berlinale Schulprojekt	
				
Aborigines & discrimination (poster)	Australia and South Africa (game)	Aborigines questionnaire (poster)	Australian fauna & flora (game)	
<b>„Aborigine Calendar 2010“ (Gk-Englisch/ 12)</b>				
				
music in „Bran Nue Dae“	traditional clothes	traditional paintings	Aborigine art	the stolen generations

### V Abschließend Betrachtung zum Projekt/ zu Unterrichtseinheit

Die Schüler haben den Berlinale Besuch als besonderes Ereignis empfunden und – teilweise entgegen ihren Erwartungen - die Filme „Bran Nue Dae“ und „Neukölln Unlimited“ sehr interessant gefunden, insbesondere durch die anschließende Besprechung.

Sie arbeiteten im Anschluss engagiert und interessiert an Projekten zu den Themen der



Filme und konnten ihre Kenntnisse erweitern.

Das Filmteam der 11. Klasse nahm sich relativ viel Zeit bei der Entwicklung des Plots und biss sich an Details fest. Deshalb stockte teilweise die Arbeit der anderen Gruppen, die mit den Resultaten arbeiten wollten. So entstand der Film selbst unter zeitlichem Druck und wurde in Nacharbeit geschnitten.

Der Grundkurs (12) konnte den eigenen Zeitplan weitestgehend realisieren – krankheitsbedingt konnte nur in einer Gruppe das komplette Projektergebnis nicht termingerecht präsentiert werden, wurde aber nachgereicht.

Die beiden Gruppen stellen sich in der nächsten Woche ihre Projektergebnisse gegenseitig vor.

Die Schüler und ich als betreuende Lehrerin würden sich freuen beim Schulprojekt der 61. Berlinale im Februar 2011 erneut teilnehmen zu dürfen.