

## Berlinale-Schulprojekt 2017

*Those Who Make Revolution Halfway Only Dig Their Own Graves*

### Allgemeines

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### Unterrichtseinheit

Filmtitel	<i>Those Who Make Revolution Halfway Only Dig Their Own Graves</i> (183 min, Kanada 2016)
Fach	Englisch, Politikwissenschaft
Jahrgangsstufe	ab 11
Zeitumfang	ca. 4 Unterrichtsstunden
Sozialformen	Gruppenarbeit
Themen	Protestformen, Idealismus, Extremismus
Methoden	Rollenspiel, kreative Produkte als Reaktion auf den Film

### Durchführung

<b>1. Rollenspiel</b> (pre-viewing) → Arbeitsblatt	Da die Schüler*innen meist wenig Erfahrung mit Demonstrationen und Protestaktionen haben und der Film mitunter sehr extreme Protestformen thematisiert, wird vor der Filmsichtung ein Sozialexperiment durchgeführt, in dem die Schüler*innen die Rolle von frustrierten Demonstrant*innen einnehmen. Im Rollenspiel sind sie Teil einer kleinen Gruppe von Protestler*innen, die sich gegen ein unfaires und freiheitsberaubendes Schul- und Staatssystem zur Wehr setzen. Auf immer neue, gravierendere Einschränkungen durch das System reagiert die Protestgruppe mit zunehmend extremen Aktionen. Als das System etwas einlenkt und einige Einschränkungen wieder aufhebt, ebbt die Protestwelle ab. Die Protestgruppe ist frustriert und enttäuscht von den anderen und geht in den Untergrund.
<b>2. Kreative Produkte</b> (post-viewing)	Nach der Filmsichtung reagieren die Schüler*innen mit selbstgewählten kreativen Produkten auf den Film. <b>Möglicher Arbeitsauftrag:</b> Sie haben mehrere Möglichkeiten, in Kleingruppen auf den Film zu reagieren. Gerne auf Englisch. <ul style="list-style-type: none"><li>• Erstellen Sie eine Videorezension in Form eines vlogs (Daten zum Film, Kurzzusammenfassung, Ihre Eindrücke, Bewertung der Schauspielleistung/der Kameraeffekte/des Filmthemas, Fazit, Empfehlung?).</li><li>• Schreiben Sie eine persönliche Filmrezension, in der Sie auch unsere Vorarbeit (Simulation des unfairen Systems) miteinbeziehen. Außerdem sollten Sie der Frage nachgehen, wie weit Menschen für die Durchsetzung ihrer Ideale gehen sollten.</li><li>• Entwickeln Sie ein kurzes Theaterstück, in dem Sie die Handlung am Ende des Films weiterführen. Wie könnte eine Begegnung der Protagonist*innen mit Ihrer Familie aussehen? Filmen Sie Ihr Werk.</li><li>• Kommentieren Sie den Titel des Films generell (in der Geschichte) sowie in Bezug auf die Aktionen der Protagonist*innen während und am Ende des Films.</li><li>• Entwickeln Sie gerne eigene Ideen In jedem Fall muss am Ende ein Produkt (Video/Text/Zeichnung/...) entstehen, das präsentiert werden kann.</li></ul>

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## **Pre-viewing activities**

### **1. New tuition fees for the Oberstufe**

**The school badly needs money (just look around) and since attending Oberstufe is voluntary there will be tuition fees.**

Write your headmaster a short letter (about one paragraph) detailing your feelings and reaction to a new tuition plan for the Oberstufe. Consider the following questions in your small group before you write your letter:

- *Is paying tuition unfair, since school has always been free for Oberstufe?*
- *Would it be better to drop out of school than pay for Oberstufe?*
- *Can you think of any alternatives to paying tuition, so that the school can still save money?*

### **2. School on Saturdays**

**PISA results reveal German students' skills to be just above average. An additional school day is introduced in order to make high school graduates more competitive in a globalized world.**

You have access to a megaphone, and you have decided to write a short speech (about 4-5 sentences) to convince the younger students and teachers at your school that Saturday school is a bad idea. You will deliver your speech during a school break. Consider the following:

- *Can you acknowledge why Saturday school may be a good idea?*
- *How would Saturday school impact your freedom?*
- *Would you show up for class on Saturday, if you were forced to?*

### **3. Curfew at 8pm for everybody under 18**

**Crime levels have risen recently and in the last week alone, people were mugged, assaulted and raped in your district. In order to prevent bad things from happening to minors the state introduces an 8pm curfew.**

You and your team must organize a march to mobilize your fellow students and maybe your community, in order to protest the intense new curfew. Consider the following:

- *How does it feel knowing the government controls your freedom to be outside?*
- *In what ways could the curfew affect your life?*
- *Will you make posters, create a chant, or wear a certain color to show solidarity?*
- *What would your message be?*

### **4. Student segregation based on sex (no more co-ed learning)**

**Trying to boost student performance even further, your school is banning co-ed learning. [Dubious] Studies have shown that concentration levels are higher in same-sex environments. Boys' and girls' schools are reintroduced.**

With all of these changes, your group must organize a sit-in or strike to have your voices heard. Consider:

- *How is a co-ed learning environment positive for your school?*
- *Where would you sit or strike, in order to be heard?*
- *What would be the message of this protest?*

### **5. Student segregation based on race**

**Based on more [dubious] studies thinks it should take segregation a step further to improve student performance even more. Racial segregation is introduced.**

All of these regulations have been enacted without your consent, and you and your group are very angry. You resort to more drastic measures, like violence (towards objects or people) in order to change the system.

- *What type of violence would be useful to be heard?*
- *Outline your strategy.*

### **6. Going underground – radicalization**

In the wake of all these different forms of protest the government decides to take back some of the new rules. At the same time most of your fellow students are tired of fighting the system and want to get on with studying. After all, they want the Abitur. When you realize that most students around you stop protesting and go back to class you become frustrated and angry. You feel like your protests and actions came very close to really changing something. You feel betrayed by the government as well as your fellow students. You want to keep on fighting for your ideals. Since the police is looking for you, you go hide in an abandoned building. Here you plan new actions to convince the Berliners to keep fighting this, in your view, unfair system.

- *Which forms of protest would you choose to make yourself heard?*
- *How long do you want to stay in hiding, organizing protest?*

# "Those Who Make Revolution Half-way Only Dig Their Own Graves"

The movie deals with four young people from Quebec in the context of the student protests in 2012.

Living in an avant-garde faction, they try to stand up for their right for free education.

The movie is very radical and epic in its way of showing the character's personalities and their relations, that they take to an almost sacrificial extreme.

For us there were two aspects to the movie. On the one hand, the story with the very intense and provocative characters.

On the other hand, the stylistic means the producer uses to reflect the importance of the situation and the feelings of the characters on the audience.

In the beginning their "revolutionary" acts are at times confusing but still comprehensible. The use of stylization through eg. black screens and flashbacks served to communicate the uncertainty of the characters.

In the end the characters lose themselves in their battle to achieve their goals. For the audience, the actions become inexplicable and long.

Directed by: Mathieu Denis, Simon Lavoie

Laura Velleman, Anna Fricke, Valencia Dal Gal