



# LESSON PLAN 2

**ADNANS FATHER  
(POLAND)**



**TITLE:**

ADNANS FATHER

**ADDRESSES:**

13 +

**SUBJECT:**

Refugee experience – combining perspectives

**CURRICULUM:**

How we are affecting reality?

**TIME NEEDED TO CARRY OUT THE LESSONS:**

45 minutes.

**MAIN GOAL:**

Students in class will analyse and interpret the movie “Adnan’s Father” directed by Sylvia de Fanu with regard to different protagonists’ perspectives on the problem resulting from their values, experiences, needs and film perspective.

**GOALS OF THE LESSON:**

- the students will learn to analyse the characters and to interpret their behaviours from the point of view of their own life experiences and life situations which they find themselves.
- the students see the value of communication in interpersonal relations.
- the students know how to recognize the role of the film perspective and camera angles.

**METHODS:**

- Film Analysis/Visual thinking
- Group/Team Work
- Group/Class Discussion

## **MATERIALS:**

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- Worksheets
  - Paper, pens, scissors and pencils.
  - Computer/Ipad with web access.
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## **ACTIVITY 1**

## **THE DOOR**

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### **SUGGESTED LESSON TIME:**

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Exercise 1 - 15 mins  
Film screening - 25 mins  
Exercise 2 - 10 mins

## **EXERCISE 1**

## **CHARACTER PREDICTIONS**

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### **METHOD:**

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1. Hand out to each student a blank sheet of paper. The students are to begin this exercise without watching the film. Invite everyone to choose one of the following main characters from the film, they are to make their own prediction about the character, drawing their own visual image of them:

**Character no. 1: Adnan,**

Or

**Character no. 2: Sayid,**

Or

**Character no. 3: the teacher.**

2. Form groups with those who drew the same character. Next, give each group the appropriate character dialogue fragment from **Worksheet 1**.

3. Ask each groups to analyse the material from the point of view of:

- What do you know about the author based on this text?
- What emotions is he guided by?
- What does he want to achieve by sharing this information?
- What situation, do you think, he could be in?

The students are to make prediction on the character without having watched the film but with only reading the selected text.

4. After 5 minutes, ask the groups to change places, so each group has a second character. Each group will now have 2 characters, they will further discuss the questions in response to the additional character. The focus should be on how and if, this changes the first responses to the above questions and add new additional ideas and answers to the worksheet.

5. After 2 minutes make an another change of places in the groups with adding the 3rd character to each of the groups. Repeat step 4..

6. Bring the class together and in a forum discuss the answers about the characters situation they have predicted with combining these three outcomes.

7. Compare the each groups version of prediction and move participant's attention to the symbols and associations appearing in their texts and statements.

**8. Now screen the film to the class, 25 mins.**

## EXERCISE 2

## FILM DISCUSSION

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1. After the screening of the film ask some volunteers to share their impression about the movie. Ask them the following questions:

- What's your first impression after watching the movie?
- How much of your ideas from the exercise before the screening were different/similar to the story presented in the film?
- Do you know how the experience of being a refugee, as Adnan and his father are, can be related to current events in their country?
- Are any of the characters particularly familiar or close to you? Why?
- From what perspectives are the protagonists shown (Adnan, Sayid, Adnan's teacher, Sayid's colleague from work, Adnan's friends from school)?

(Mini discussion in a forum, 10 minutes)

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## ACTIVITY 2

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### SUGGESTED LESSON TIME:

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45 MINS

### EXERCISE 1

### THE BIKE TRIP

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Invite the group to an exercise consisting of looking into three characters in the context of the school bike trip, that Adnan was invited on.

1. Using the method which works best in your class, separate people into three groups.
2. Explain to them that each group has to analyze the perspective of one of the characters in a situation where Adnan doesn't have the bike needed for the trip using **Worksheet 2**. The first group deal with the perspective of Adnan, the second one deal with the perspective of Adnan's father and the third one with the perspective of the teacher.
3. When the task is finished, one person from the group will be asked to do a short presentation of their results.
4. After the presentation to the whole group, ask:
  - What emotions and reflections come to your mind after analysing one character's perspective?
  - What did you notice after hearing the presentations of other characters' perspective?
  - What's the significance of the fact that Adnan and his father have had a refugee experience with regard to the film story about the bike trip?
  - What do you think would have to happen between the characters so they reach an agreement?

Ask if they see the connection between the iceberg metaphor which they made up and the need to communicate between different people.(team work, brainstorm, forum presentation, mini discussion on the forum, mini discussion, 20 minutes)

## CONCLUSION

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Explain the iceberg model by referring this metaphor to the Adnan's story, his father's and the school teacher's. The biggest part of the iceberg is located under the water surface. It means that we cannot see it. Let's imagine that the iceberg presents a human being. What's seen above the water is our behaviour. Everyone can see what we do, what we say, how we speak and everyone can interpret it in their own way – depending on their previous experiences and thoughts.

Under the water, invisible to everyone, are our intentions which are behind our actions. We can explain them to others, but some of the people prefer to hide them because of different reasons. Our intentions might be good or bad, thoughtful or spontaneous – the listener never knows that.

Regardless of that they will have an impact on our communication with others. At the bottom of the iceberg we have our thoughts, feelings, values and attitudes. We can change them, modify and strengthen some of them. What we feel in different situations depends on our personality, our values, attitudes and experiences. Our communication will be more consistent if all these elements are connected.

## EXERCISE 2

## SHOT SIZE

### METHOD:

1. Divide the students into pairs. Ask each of them to assume a different role – henceforth, one person in the pair will be a photographer and another one a model.

Using a smartphone or tablet the photographer's task is to take a series of photos of the model using the smartphone. However, the photos should be taken from different angles and from different perspectives. Then ask the students to shoot the model one photo from each of the following angles/positions:

1. a height (eg. from a chair) looking down
2. a centre position
3. A low angle in the squat position looking up
4. in the centre of the frame
5. To the side of the frame
6. Close up
7. From a distance (Full body)

The students can be as creative as they wish.

2. Next, ask the students to look at the effects of their work, discuss the following questions as a class:

Does the framing of the model show how the viewer interprets the image?

Does the perspective and angle of the camera change something in the perception of the person in the photograph?

Does it affect somehow our perception of the situation illustrated in the photo?

## CONCLUSION

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When the task is done, ask some volunteers to share their thoughts and effects of their work on the forum. At the end of this part of the class, make a brief summary. What associations are evoked on us when the person is photographed from a bird's perspective (from above) and from a frog's perspective (from below)? How do we perceive the person who has been placed in the centre point of the photograph? Whereas, what we think about the person who's in a more distant position and on the side. Has she the same importance? Etc. (work with a smartphone, discussion in pairs, discussion in the forum, 10 minutes).

(2 minutes) Ask each person to finish one of the sentences below by writing them on a sheet of paper and coming out of the class, to drop them into the box on the desk of the person who conducts.

- The film remind me...
- During the class I was surprised by...
- For the first time in my life...
- I felt...
- I found out...

## ACTIVITY 3

## HOMework

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With reference to the previous lessons the students should now see how important is the ability of communication between people and to look at problems from the another perspective.

The students are to rewrite the ending of the film using the film still below as stimulus material. The student will choose one of the 3 suggestion ideas to complete a new possible ending of the film "Adnan"s father".

They are to focus on this moment in the film and derive a new pathway to an ending which will allow Adnan and his father to reach an agreement.

Refer the students to the exercise of icebergs completed by you and pay attention on what is "above and below the water surface". Present the possible solutions and choose a form of work which is most comfortable for the group.

The criteria for success is that Adnan and his father will show their intentions, thoughts, feelings, values and attitudes.



**Suggestion 1:** Create a comic book where you will show the next scenes and statements of the heroes.

**Suggestion 2:** Arrange a dialog and play the next scenes in which you will pay the role of father and Adnan. Film it.

**Suggestion 3:** Prepare the content of the post which could be created by Adnan and the SMS content sent by Adnan's father to his friend in order to explain what happened between him and his son and how they have reached an agreement.

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