

Lesson Plan FLS 2301 World Film.

This is a sophomore level class students take at Winston-Salem State University.

Course Description: In FLS 2301 students will increase cross-cultural awareness and knowledge about world cultures by viewing films. Students will engage in lively discussions about the societies from which the films were produced, the characters' conflicts and/or motivations, and cultural themes. These and other elements of the films will be researched and presented. The seminar will be taught in English and all films will be in English or have subtitles. There is a cost involved in buying or renting several films, which we do not have time to watch in class so students must watch them on their own.

Justification: At WSSU and most Universities in the U.S.A. there is a lack of LGBTI content in the curriculum. There are efforts to change that and I want to be part of such effort. We will discuss at least 3 films about the theme, and one of them will be in Portuguese since I am also the Portuguese Instructor at the University.

Portuguese Movie: Do Ó, Vicente Alves (Dir.). *Al Berto: amar sem medo*. 2017.

I will post the following resources on Canvas, which students are expected to read before class so we can discuss key points. They are expected to bring two questions for group discussion also.

European Commission of LGBTIQ legal aspects:

*Legal aspects of LGBTIQ equality*, [https://ec.europa.eu/info/policies/justice-and-fundamental-rights/combating-discrimination/lesbian-gay-bi-trans-and-intersex-equality/legal-aspects-lgbtig-equality\\_en](https://ec.europa.eu/info/policies/justice-and-fundamental-rights/combating-discrimination/lesbian-gay-bi-trans-and-intersex-equality/legal-aspects-lgbtig-equality_en).

ILGA Organization: <https://www.ilga-europe.org/> This is a wonderful organization that involves over 50 countries and does work to protect LGBTI. Students will submit a reflection about it on Canvas, and specifically write about 2 things they have learned while browsing the site.

Movie Reviews:

*Kalafudra's: Reviews, Popculture, feminism, and more*, February 2022, <https://kalafudra.com/2022/02/07/al-berto-2017/>.

"Liberty: There for the Taking", <https://cineuropa.org/en/newsdetail/337869/>.

Activities:

Before class: watch the movie and answer the worksheet questions.

Discussion Questions:

1. What was the theme of this film? What were the filmmakers trying to tell us? Were they successful? Justify your answer.

2. Did you learn anything from this movie? What was it?

3. Was there something you didn't understand about the movie?

4. What did you like best about the movie? Why?

5. Select an action performed by one of the characters in the film and explain why the character took that action. What motivated him or her? What did this motivation have to do with the theme of the film?

6. Who was your favorite character in the movie? Why?

7. Who was your least favorite character in the movie? Why?

8. Describe the use of color in the film? Did it advance the emotions the filmmakers were trying to evoke? How would you have used color in the movie?

9. Analyze the use of music in the movie. Did it enhance the story that the filmmakers were trying to tell? How would you have used music in this movie?

10. Did all of the events portrayed in the film ring true? Describe the scenes that you found especially accurate. Which sequences didn't seem to match reality? Why?

11. What was the structure of the story told by the movie?

(Professor will grade these worksheet questions and provide feedback)

After watching and discussing the movie in class:

Write a movie review (400-500 words) and post it on Canvas under a discussion board.

Give feedback to two classmates and ask a follow-up question to each of them (100 words each response, at a minimum).

Some poems written by Al Berto:

<https://www.escritas.org/pt/al-berto>

Interview with the director:

Pinto, Vitor. *Vicente Alves do Ó: Director*: “I want to get as close as possible to the real characters’ essence”, <https://cineuropa.org/en/interview/337938/>.

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