

LOVE ON A PAPER AIRPLANE

Judit Kinszki

Unterrichtsentwurf für Berufsschulen

Verfasserin: Friederike Haller
Gewerblichen Berufsschule 9 in Linz

Erstellt in Kooperation von

CENTROPA.ORG

erinnern.at

NATIONALSOZIALISMUS UND HOLOCAUST: GEDÄCHTNIS UND BEGEGNUNG

INHALT	3
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HINWEISE FÜR DIE ARBEIT MIT DEM UNTERRICHTSENTWURF	
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Film	4
Photo story	5

ARBEITSIMPULSE UND MATERIALIEN	
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Overview	6
Discussing the film	7
General Discussion	8
Photo Story	9

Dieser Unterrichtsentwurf beschäftigt sich mit Fotografien im Fach „Berufsbezogenes Englisch“.

HINWEISE ZU DEN ARBEITSPHASEN

THEMA	DAUER UE
Introduction After watching the film	1
Meaning and use of photos in the Centropa film My own Photo story	2

MATERIAL

CENTROPA- FILM „Judith Kinszki – Love on a paper airplane“ Ungarisch mit deutschen Untertiteln	4:50 Min.
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BESUCH IN DER SCHULE

Neben der eigenständigen Durchführung des Unterrichtsentwurfs besteht auch die Möglichkeit, jemanden aus dem Team von Centropa oder _erinnern.at_ in die Schule einzuladen, der/die Sie dabei unterstützt. Bei Interesse kontaktieren Sie bitte Maria Ecker (maria.ecker@erinnern.at) oder Fabian Rühle (ruehle@centropa.org).

Judit Kinszki: Love on a paper airplane

Introduction

- _ A few words on the subject before the film starts.
- _ Watching the film together.

After watching the film

Discussion (working papers – see Material):

- _ In which period does the movie take place?
- _ What do you learn about history when you see a film like Judit Kinszki's?
- _ What do you think about combining old-fashioned story telling with modern technology?
- _ What do you like /don't like about the old photos?

Meaning and use of photos in the Centropa film

Judit's father was a photographer.

- _ Discussion in class how photos are used in the film: Where are they from? What do they look like (new, old, used, damaged,...) and why?
- _ What makes a photo important for you?

General Discussion

- _ Students discuss in small groups if these kinds of movies are able to arouse interest in young people and if they can imagine to produce a similar movie. They find arguments for and against it. Followed by discussion in class.

Judit Kinszki: Love on a paper airplane

My own Photo story

The students find one of their favourite photos – of themselves, someone or something else – and start to build their own photo story from the past to present and future. (see material)

They try to find out how the photos were taken (analogue or digital camera) and who took the photos (family member, professional photographer, you or someone else).

They prepare a short presentation for the class.

ARBEITSIMPULSE UND MATERIALIEN

Working paper: Discussing the film

Working paper: General Discussion

Working paper: My own Photo Story

Working paper: Discussing the film

_ In which period does the movie take place?

_ What do you learn about history when you see a film like Judit Kinszki's?

_ What do you think about combining old-fashioned story telling with modern technology?

_ What do you like /don't like about the old photos?

_ How are the photos used in the film you have just seen: Where are they from? What do they look like (new, old, used, damaged,...) and why?

_ What makes a photo important for you?

General Discussion

Discuss the following questions in your group:

- 1] Can you imagine producing a similar movie or another one for students or young people?
- 2] Do you think that these kinds of movies are able to arouse interest in young people?

_ Notes:

My own Photo Story

Find one of your favourite photos – of you, someone or something else – and start to build your own photo story from the past to present and future.

Find out how the photos were taken (analogue or digital camera) and who took the photos (family member, professional photographer, you or someone else)?

Past

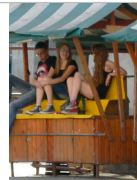
- old photo
- family history
- kind of photo/equipment
- historical background



1

Present

- new photo
- self description
- describe step by step how to take a photo



2

Future

- ???
- my life in 10 years
- photography in 10 years



3