

## II.C.13.5

Landeskunde – Aspects of Society

# Identity and belonging in film: *Pride* and *Boy Erased* – Auszüge aus den beiden Filmen analysieren (S II)

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*Who am I?* Diese zutiefst persönliche Frage lotet auch die widerstreitlichen Wünsche nach Individualität und Zugehörigkeit aus. Ihre Schüler\*innen und Schüler setzen sich mit Beziehungen im Allgemeinen sowie mit Gemeinschaft und Solidarität im Besonderen der LGBT-Bewegung im Spezifischen auseinander, indem sie exemplarisch Filmauszüge aus „*Pride*“ sowie „*Boy Erased*“ erarbeiten. Dabei untersuchen sie auch die beiden Filmtrailer sowie einen Drehbuchauszug und vergleichen die literarische Vorlage mit der filmischen Umsetzung von „*Boy Erased*“. Mit digitalen *LearningApps*!

### KOMPETENZPROFIL



**Klassenstufe:** 11/12 (G8) bzw. 12/13 (G9)

**Dauer:** 6–10 Unterrichtsstunden + LEK

**Kompetenzen:** 1. Lesen: literarische Texte verstehen und Textdeutungen entwickeln; 2. Hör-Seh-Verstehen: Filmen zentrale Informationen entnehmen, 3. Sprechen: Verfügbarkeit sprachlicher Mittel: sich über die Rolle des Individuums in der Gesellschaft austauschen

**Inhalt:** Coming-of-age, sexual diversity, tolerance and discrimination, LGBT, *Pride*, *Boy Erased*

**Materialien:** Video(-links), Vokabelliste, *LearningApps*, Mediationstexte, Cartoon, differenzierende Materialien, Drehbuchauszug

**Zusatzmedien:** Filme „*Pride*“ (2014) von Michael Warchus und „*Boy Erased*“ (2018) von Joel Edgerton

## Auf einen Blick

### 1./2. Stunde

**Thema:** Identity and belonging – An introduction

**M 1** **Who am I? – Creating a topic web** / Verfassen von Notizen zur eigenen Identität (EA/PA), Diskutieren von Zitaten über Identität (PA)

**M 2** **Identity – Vocabulary exercises** / Zuordnen von Wörtern und Definitionen (EA), Ansehen eines Erklärvideos und Beantworten von Multiple-Choice-Fragen (EA), Diskutieren, inwieweit die eigene Identität weiter existiert (UG)

**M 3** **Striving for individuality – Mediation and role play** / Lesen eines Zeitungsartikels und Verfassen einer Mediation, improvisiertes Rollenspiel (PA/UG)

**Homework:** Write the mediation (M 3, task 1). (EA)

**Benötigt:**  Beamer/internetfähiger Computer/Lautsprecher Videoclip

### 3./4. Stunde

**Thema:** Two coming-of-age stories in film – Pride and Love

**M 4** **Two films about coming-of-age stories – Watching trailers** / Ansehen zweier Filmtrailer (EA), Verfassen und Vergleichen von Notizen (EA/PA), Begründen der eigenen Präferenz für einen Film (EA/UG)

**M 5** **Known and unknown friends – Watching a scene from *Pride*** / Ansehen eines Filmausschnitts (PL/EA), Bearbeiten von Textverständnisaufgaben (EA), Erarbeiten von Wortschatz anhand eines Lückentexts (EA)

**Benötigt:**  Beamer/internetfähiger Computer/Lautsprecher für den Videoclip

### 5./6. Stunde

**Thema:** *Pride* – Fighting together

**M 6** **Pits and Perverts – Discussing the title of the film *Pride*** / Ansehen eines Filmausschnitts aus „*Pride*“ (PL/EA), Sortieren von Sätzen in die korrekte Reihenfolge (EA), Diskutieren über Stolz (EA/UG)

**M 7** **The individual and society – Analysing a cartoon** / Beschreiben (EA/PL) und Bewerten (PA/UG) eines Cartoons

**M 8** **Identity and belonging – Useful vocabulary** / Nutzen einer Wortschatzliste mit thematischem Vokabular als Unterstützung (EA)

**Homework (M 9):** Outline what Jared experiences in this scene (M 9, task 1). (EA)

**Benötigt:**  Beamer/internetfähiger Computer/Lautsprecher für den Videoclip

**7./8. Stunde**

**Thema:** *Boy Erased*: Part I – Identity and oppression

**M 9** **A Boy arrives – Reading an excerpt from a screenplay /** Analysieren eines Drehbuchauszugs aus „*Boy Erased*“ (EA), Vergleichen des Auszugs mit seiner filmischen Umsetzung (EA/UG), Spekulieren über den Fortgang des Films (PA/UG)

**M 10** **Analysing atmosphere in *Boy Erased* – Helpful exercises /** Bearbeiten hinführender Aufgaben zur Analyse der Atmosphäre in *Boy Erased* (EA)

**Benötigt:**  Beamer/Internetfähiger Computer/Lautsprecher für den Videoclip

**9./10. Stunde**

**Thema:** *Boy Erased*: Part II – Living together

**M 11** **A boy is adrift – Reading an excerpt from the memoir *Boy Erased* /** Lesen, Analysieren und Bewerten eines Auszugs aus der Autobiografie „*Boy Erased*“ (EA/UG), Vergleichen mit dem Filmausschnitt (EA/UG)

**M 12** **Analysing narrative techniques in *Boy Erased* – Helpful exercises /** Bearbeiten hinführender Aufgaben zur Analyse der Erzähltechniken sowie zur Bewertung der Funktionen von Literatur (EA)

**Benötigt:**  Beamer/Internetfähiger Computer/Lautsprecher für den Videoclip

**11.–14. Stunde**

**LEK** **Part A: Comparison, analysis and evaluation /** Thema: „*Boy Erased*“ – Jungs erste Eindrücke in der Umerziehungsanstalt (EA)  
**Part B: Mediation /** Thema: „Geschlechtsidentität“ (EA)

**Minimalanforderungen**

Im Grundkurs können die Stunden 7–10 entfallen. Sollte im Grundkurs die Lernerfolgskontrolle geschrieben werden, empfiehlt es sich jedoch, die 7. und 8. Stunde zur Vorbereitung durchzuführen.

**Verweise zum Online-Archiv bzw. zur ZIP-Datei**

Alle Materialien des Beitrags finden Sie im Online-Archiv als Word-Dokumente. So können Sie die Materialien am Computer gezielt bearbeiten und sie auf Ihre Lerngruppe abstimmen.

**Zusätzlich im Online-Archiv bzw. in der ZIP-Datei:**

**ZM 1** Overview digital exercises

## Known and unknown friends – Watching a scene from *Pride*

M 5



In the film *Pride*, friendship plays a vital role for the gay activist Mark Ashton in London. Find out more about his LGSM movement and learn some terms to talk about gender identity.



© Photo by Nicola Dove - © NDOVE

### Tasks

- Watch a scene from the film (scene 2, 11:50 – 12:10) and focus on the following aspects.
  - Outline what kind of unfriendly behaviour Mark and his community face in everyday life.
  - Sum up how the friends and activists take care of each other.
  - Mark has realised that the police have stopped rendering their lives hard because they concentrate on the miners' strike instead. That's why he starts a bucket collection and founds the LGSM (Lesbians and Gays Support the Miners) to show solidarity. When they do not know how to pass the collected money on to the miners, they discuss their options. Outline what they are.
- Finish the following sentences a)–c).
  - When Mark and his friends are waiting for their first meeting with Dai Donovan, they are ...
  - When they start talking, Dai is very surprised because ...
  - The activists go to Dai Donovan's home to a gay club. Dai Donovan gives a speech on the stage. His message is ...

**Tip:** Here are some helpful terms to write about the film:

fight – unapologetic – bucket – to speak in public – to discriminate against – safety – South Wales – to donate – never before



## Pits and Perverts – Discussing the title of the film *Pride*

M 6

### Tasks

1. Watch the scene from the film *Pride* (scene 7, 01:02:15–01:12:00 min.). Put the summary of the scene into the right order by writing the correct numbers into the circles.

You can also complete the task in *LearningApps*. Follow the link: <https://learningapps.org/watch?v=pgknt5n9322>

1. Mark teaches Joe that everyone in the group has already experienced verbal abuse. He explains that the gay community follows the honourable tradition to show their pride. If someone calls you a name like "pervert", you should take the word and own it.

2. Mark has the idea to take advantage of the article's appearance and to organise a big event. Even if they are in the papers in a negative light, it still is publicity which they might profit from if done cleverly.

3. The miners in Wales call in for an emergency meeting to discuss their plan against accepting the LGSM support.

4. An article has been published in the newspaper about the Pits. In the following, the miners are attacked by the police at the strike.

5. The LGSM headquarters in London is attacked. Somebody throws a brick through the window and there are explosions.

6. They sell T-shirts and badges for fundraising. Mark Ashton introduces the Punk Beat and the event begins.

7. They organise a benefit concert with the title *Pits and Perverts*. It's for everybody (gay, straight and the undecided, as Mark puts it), who would like to express their solidarity with the mining community.

8. Next, the miner Dai tells the audience that they made history by coming together and pledging solidarity and friendship to the miners. He promises them to wear their badge whenever they will need support in the future.

2. Discuss what being proud means to you. Compare your view to Mark's explanation. Can you find parallels or differences in the way you understand the term "pride"?

**Tip:** Check an online dictionary to see whether there are more meanings to the word than you can think of. (e.g. at <https://dictionary.cambridge.org/dictionary/english/pride> [last access: 25/07/2022])





## M 9



## A boy arrives – Reading an excerpt of a screenplay

To find out about the atmosphere at the beginning of the film *Boy Erased*, read an excerpt from the original screenplay by Syla Baccam. The scene takes place almost at the beginning of the film. Jared Eamons is an 18-year-old, slim young man who looks awkward and conservative in his white shirt and khakis. He has just arrived at the institution Love in Action and said goodbye to his mother Nancy.

INT. HALLWAY – CONTINUOUS

Jared walks ahead as Aaron follows him. When Jared turns, the blank expression on Aaron's face troubles him a little.

AARON

Door on the right.

5

They stop in front of the third door and Aaron knocks. Soon – A tall, skinny blonde man (Michael, 24) answers the door. His dark grey piercing eyes are almost permanently set in a judgmental frown giving him a mean-streak air.

AARON (CONT'D)

Newbie. Eamons.

10

INT. OFFICE – CONTINUOUS

Michael picks through Jared's possessions, scrutinising each thing placed down: coins; cash; gum; a plastic hotel keycard; the bag containing the book and his wallet. He starts going through the wallet, while throwing the rest in the trash. Jared reacts.

15

Jared holds out his cell phone unsure what to give it to. Aaron takes it from Jared and puts it on a pile.

MICHAEL

Do you have any numbers or photos we need to be concerned about?

20

On Jared. Thinks. Shakes his head slowly. It reads like he is not convinced. Michael's eyes drill into him.

MICHAEL (CONT'D)

We will check this daily for any "False Imaging" and call any numbers we want to at random. So best you be straight with all this.

25

JARED

There is nothing ... And yeah, call whatever numbers if you need to.

30

Michael goes back in the wallet, holds up a business card. And flips it ... a handwritten cell number on the back.

MICHAEL

Who will answer if I call this number?

JARED

35

Umm. It is my doctor. (beat)  
It's her off hours number. I forgot it was even there.

MICHAEL  
Anything else?

40 Aaron starts to pat Jared down. He finds something –

JARED  
Oh. Yeah. This. It's ...

From his back waistband he pulls a moleskin notebook. Michael takes it and flicks through. It feels like a personal intrusion to Jared, who leans forward.

45 JARED (CONT'D)  
It's just ... I write stories  
sometimes. I'm at college studying  
and ... I forgot cause it's --

MICHAEL  
50 You have to start getting a better  
memory. Trust is one of the key  
words around here. No journaling.  
We'll need to read this. Again, for  
any false imaging.

55 (to Aaron)  
It's almost nine. –

JARED  
Sure. Will I get this stuff back?

MICHAEL  
60 Most things you get back at the end of each day.

Source: Syla Baccam, "Boy Erased", independently published, 2021, pp. 102-103, [https://www.amazon.de/-/en/Syla-Baccam/dp/B09J7CDWH3/ref=sr\\_1\\_1?crid=COMMXL48VB81&keywords=boy+erased+screenplay&qid=1646053827&srprefix=boy+erased+screenplay%2Caps%2C71&sr=8-1](https://www.amazon.de/-/en/Syla-Baccam/dp/B09J7CDWH3/ref=sr_1_1?crid=COMMXL48VB81&keywords=boy+erased+screenplay&qid=1646053827&srprefix=boy+erased+screenplay%2Caps%2C71&sr=8-1) [last access: 25/07/2022] (slightly abridged)

### How to read screenplay texts

In general, a screenplay text that describes the picture, a character or the camera shot runs from the left to the right. The spoken dialogue for the actresses and actors is centred in the middle. The speaker's name is written in capital letters. The dialogue follows in the next line without quotation marks. There are some abbreviations and words that are typical of screenplays:

Int.	Intercut = cut to a different shot; split screen
Continuous	When the scene of action changes without any gap in time, e.g. if characters change the room
Cont'd	Continued = the same character is still talking even if other action takes place, e.g. if a character enters the room
On X.	The camera focuses on the character X
h	An important moment in a film, the camera lingers on the same picture

### Tasks

1. Outline what Jared experiences in this scene.
2. Analyse how the screenwriter uses language to create a certain atmosphere in the scene.
3. Watch the corresponding film excerpt (scene 2, 00:04:35–00:10:36 min.). In how far does the film scene match your expectations from the screenplay? Discuss.
4. What might happen next? Collect ideas.



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