

## Objective

Like all activities in the Find the Story module, this activity supports students to discover stories from the people and places around them; to use as the raw material for a project.

This activity specifically encourages students to **find stories about migration and refugee culture**.

## Activity summary

**Number of sessions:** 3

Every country has a refugee culture of some kind – and students may or may not be familiar with refugee stories in the local area.

We delivered Story Valley in Ljubljana, Slovenia. In our context there is little local conversation about the large number of refugees to Slovenia after the war in Bosnia in 1992.

We arranged a private viewing of the film *Do Not Come Back Along the Same Road* (1965), original title *Po isti poti se ne vračaj*. The film follows a group of Bosnian immigrants and their struggles with adapting to life in a new country. The viewing was followed by a debate on the topic.

Films of this kind are a great way to encourage students to connect with stories about migration. Running the activity as a cinema trip can also add an extra level of enjoyment to attendees.

## Pre-activity preparation

### Resources

- Pen
- Notebook

### Deliverer preparation

You will need to find and watch an appropriate film which explores stories about migration. While watching, jot down some notes about your own thoughts on the themes explored in the film.

At this stage you can also think of some reflective questions to ask students following the film (see step 3 below).

If desired you can contact a local cinema to arrange a viewing for the students.

## Running the activity

### Step 1 – Student preparation

**Time:** 15 minutes

Before watching the film it is a good idea to have a conversation with the students about its context, why you have chosen the film in particular, and how it will fit with the Story Valley project.

You could also prepare students with the reflective questions you plan to ask them (see step three).

### Step 2 – Cinema trip

**Time:** Two-three hours

Take students to the agreed venue to watch the film or watch the selected film in the classroom.

## Step 3 – Reflective discussion

**Time:** One hour

Guide students through a discussion based on the topics covered in the film.

In our context we centred the discussion around three central questions:

1. From whose perspective was the story of economic migrants in Slovenia told?
2. What cinematic style was used and why?
3. What was the attitude of the government, which encouraged the ideas of brotherhood and unity, towards this film in 1965 (when it first aired) and why?

After, since it is quite common in Slovenia for students to have come across such stories of migration in their environment, students were asked to share stories they know of from their personal lives with the classmates.

<b>Support</b>	<b>Extension</b>
<p>Depending on the students' background knowledge of the topic the discussion might need to be adapted into more of a lecture.</p> <p>Students can also prepare in writing and then report orally a summary of the film's plot in 10 sentences or less (you can vary the length; the short nature of the report forces the students to find and focus on the most important events in the story).</p> <p>You could also ask the students to choose one character from the film they have seen and write an alternative story ending for that character. They can even be asked to write a better, happier ending and separately a worse, sadder ending to that character's story arc in the film. Or you could assign different characters to different students and combine their alternative suggestions for different characters together, arriving at a new, alternative ending to the film itself.</p>	<p>Students could take notes on the discussion or be asked to pose their own questions to others.</p> <p>Alternatively, students can also write a description of one character from the film (appearance, personality traits) and jot down the story of that character (which events happened only to that character).</p> <p>Students who have chosen the same character (the teacher can assign characters to students in advance to assure compatibility) work in pairs and compare their notes to see how similar their descriptions and story arcs were. After, they write a list of the things that they had in common and a separate list of the things they saw differently and then they discuss those differences. They report both lists to the class orally. Other students should be encouraged to add comments to the list of differences.</p>

Of course, other discussion points will likely be raised organically over the course of the discussion – which is a good sign.

## Success criteria

Things to look for to ensure this activity has been run successfully include:

- Students are attentive and interested during the film.
- Students actively participate in the reflective discussion.

- Students find evidence of similar stories in their own environments.
- Students get motivated to share their own stories / experience.

## Further prompts

Similar films that could be used for the viewing:

- *What is a man without a moustache / Što je muškarac bez brkova?* (2005), Hrvoje Hribar
- *In the land of bears / V deželi medvedov* (2012), Nika Autor
- *Obzornik 55* (2013), Nika Autor, Marko Bratina, Ciril Oberstar in Jurij Meden
- *Grbavica: The land of my dreams / Grbavica* (2006), Jasmila Zbanić
- *How the war started on my island / Kako je počeo rat na mom otoku* (1996), Vinko Brešan
- *Turneja* (2008), Goran Marković
- *Summer in the golden valley / Ljeto u zlatnoj dolini* (2003), Srđan Vuletić
- *Do not come back along the same road / Po isti poti se ne vračaj* (1965), Jože Babič
- *No Man's Land / Nikogaršnja zemlja* (2001), Danis Tanović