

THE BEST EXOTIC MARIGOLD HOTEL 'Love, Love, Love....'



TYPE & NATURE: Work in groups; in educator presence, face to face activity; Watching the movie is required before activity.

DURATION: 90 min.

OBJECTIVES: provoke reflection that exposes the system of personal thinking about the elderly in further and closer relationships

LEARNING OUTCOMES (EASY Course Framework)- Learners:

A_01.5.5: acknowledge that stereotypes lead to the creation of attitudes that subconsciously influence their thought and action

A_02.2.6: recognize that nuanced perceptions of those subject to stereotypes requires personal contact

RESOURCES & TOOLS necessary:

1/ 'Tree of Emotions' (att. 1- for each group), 2/ Power Point presentation (att. 2), 3/ blank cards for notes, 4/ pens or markers

SHORT DESCRIPTION: Work in small groups, collective discussion. Analysis of selected characters from the film in terms of assigning specific rights to them from the perspective of the film viewer and a hypothetical 'child' of these characters.

IMPLEMENTATION

1. INTRODUCTION: 'Tree of Emotions'- group work on identifying emotions 'visible' in the photos of the film's characters (time: 10 min.)

Divide participants into small groups using any method

Distribute work cards to the groups ("Tree of Emotions"-printable template in attachment 1, each group receives the same set)

Give instruction:

On the distributed cards are frames from the movie "The Best Exotic Marigold Hotel". Look at them and, according to the pattern shown on the cards, name the emotions you can read from the images of the characters on the frames, try to find the 'roots' (sources) of these emotions. You have 8 minutes to do this. When you are finished, hang the cards on the wall.

During group work, prepare a place to display the cards for each group.

2. THE RIGHT TO LOVE-collective discussion (time: 20 min.)

Ask the participants to review the results of their work on the cards of all groups, placed in the display area. At this time, turn on the presentation (att. 2), which contains call-out questions for discussion (below)

- Slide 1. What sign (positive, negative, indifferent) did the emotions of most of the characters on the film's frames have?
- Slide 2. Analysing the "roots" (sources) of the emotions of the film's characters indicated by the groups, what human need (or feeling) do they have in common?
- Slide 3. Referring to the characters of the film on the analysed frames, why, in your opinion, do they have the right to the feeling we are talking about? Do you perceive any limitations?
- Slide 4. Now propose statements to summarize our discussion, write them on the board.

Display the questions from the presentation one by one, giving the participants the right to make comprehensive statements. If necessary (the group is apathetic, not very active, extremely agreeable), provoke participants with statements different from their expressed opinions to liven up the discussion.

3. WHAT IF..... - Working in groups to analyse the situation in which the elderly characters of the film's frames are parents of learners (time: 45 min.)

Distribute work sheets (att. 3) to the groups.

Give instructions:

Recall the movie story of the hero shown on the card. Write down in key words on blank cards your "opinion" about:

- 1/ her/his motives for going to the Marigold Hotel,
- 2/ the consequences that this trip brought to the hero's family
- 3/ the behaviour of this character during his stay at the Hotel.

You have 15 minutes for the task. Nominate a secretary of the group, who will present the opinion on the forum.

Dedicate 10-15 minutes to the presentation, giving all participants the opportunity to ask questions.

After the presentation, ask participants to work in groups again, giving instructions:

Imagine that the character you analysed is your mother/father. From this perspective (honestly and openly)

- 1/ evaluate the motives for your "parent's" trip to the Marigold Hotel,
 - 2/ describe the consequences that your parent's decision caused in "your life",
 - 3/ evaluate your parent's behaviour during your stay.
- In addition name the emotions that the assumption of your parent caused in you*

CLOSURE. (time: 15 min.)

Ask all participants to silently read the conclusions from the board regarding "all people's right to love"

Ask everyone to individually formulate a written, wider answer (on blank sheets of paper) to the question:

How did the stereotypical perception of people from the perspective of the film viewer and the hypothetical child of the character influence the formulation of personal opinions about older people?

RECOMMENDATIONS:

1/ We will achieve the fullest intended educational effects by organizing classes within a short period of time after watching the film (max. 2-3 weeks).

2/ It will be best to conduct these classes after others in which the concept of stereotype was introduced and discussed.

2/ The activity can be developed by adding other stereotypical statements of film characters or examples of statements heard by participants in real life.