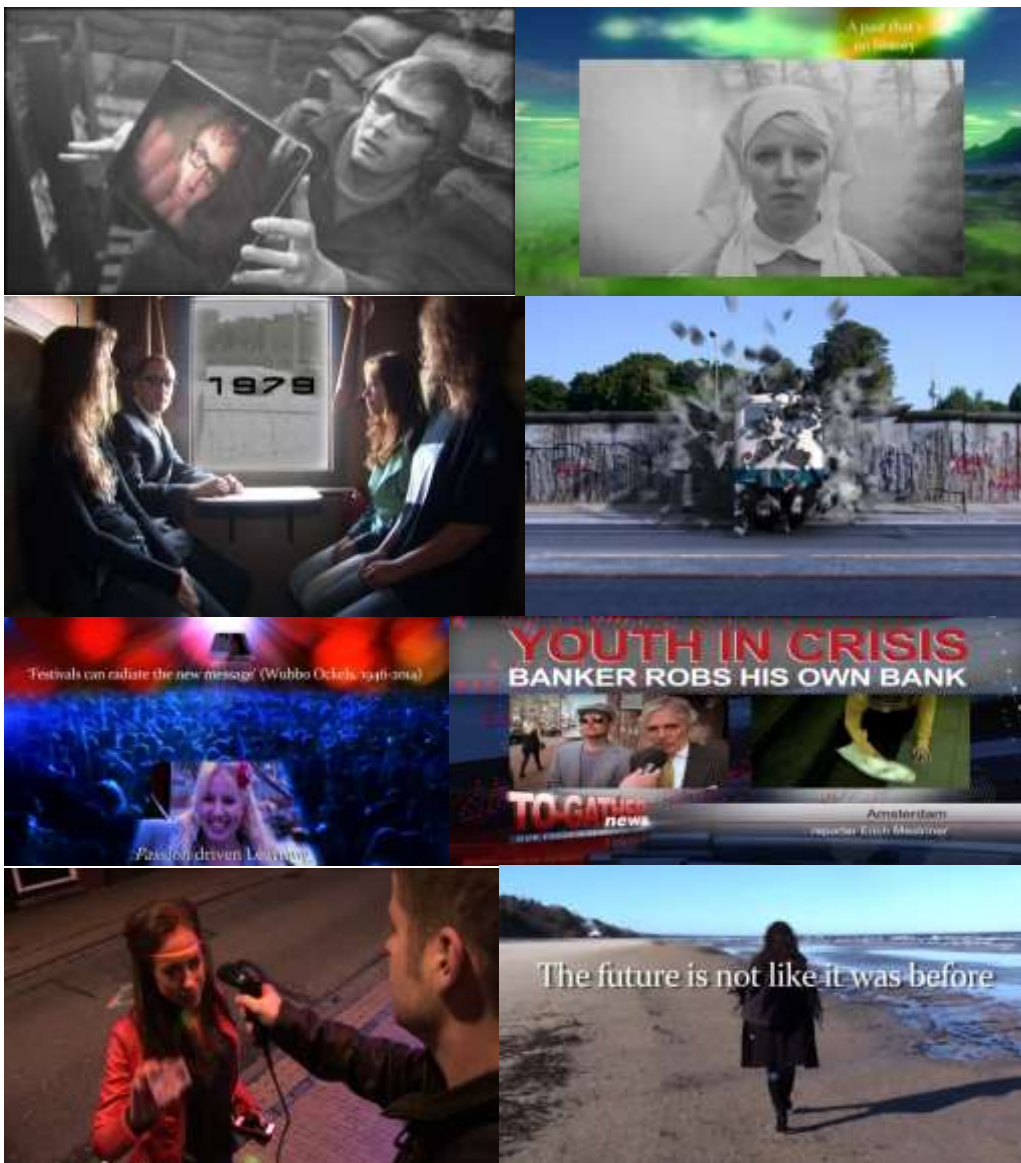


THE FILM 'HARD TO BECOME WHO YOU ARE'

Director, scriptwriter and producer: Wim Kratsborn

'This is not a film but a passion driven learning journey'

The film is about nine young people, looking for an own identity to survive in this chaotic and complex society. What are their roots? Who's the self and who's the other? That's why they have to go back in time and travel from WWI to the present through Europe and the Arab world.



Stills from the film 'Hard to become who you are'

1. 'Wake Up Call'

We feel and therefore we learn' (Mary Helen Immordino)

What's going on?

What's happening in the brains of youngsters?

Who is the self and the other?

Look through the eyes of the other. What about empathy?

How do young people feel, know and act?

ACTIVITY: Fill out the 'HEADLINES', while looking at the film.

Let's talk. What's the road to democracy?

How can the film in a brainbased, post-digital and passion driven way energize future learning and acting of the youth of today?

How may young people become who they are and develop an own 'multiple choice identity'?



Organizer: 'Headlines'

2. 'A Roller Coaster' from 1914 to the future

'Man makes history but he doesn't know which history' (Jorge Semprun)

In the timeline of 'World War One', 'World War Two', 'Cold War', 'Crisis' and 'Future' five turning points are visualized

- **New economy:** The Second and the Third Industrial Revolution
- **New technology:** from the train and the plane to the computer and drones
- **'Isms and wasms':** imperialism, nationalism, islamism, humanism, communism, capitalism, corruptism and terrorism
- **A past that's no history:** family history, (genetic) memory, commemoration and remnants
- **Human rights:** *'Empathy is in the air for you and me'* (Jeremy Rifkin) or *'Evil is in each human's heart'* (John Gray)



'The Roller Coaster

(Wim Kratsborn 2009)

3. 'MUSIC MAKES SENSE'

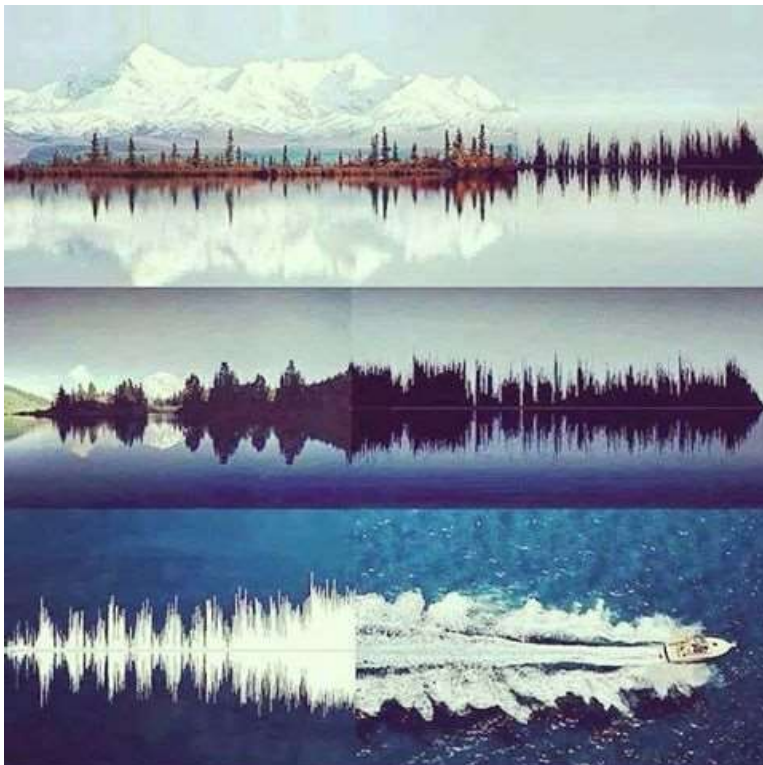
'Life without music is a mistake' (Friedrich Nietzsche)

Music is an audiolisation of the spirit of the time, a seismograph of things to come and a paving of the road to democracy (Daniel Barenboim). In the film authentic as well as modern music is used. Also new songs are composed about a specific place like Damascus or Istanbul or an event like the Battle of Passchendale and the Crisis.

Music is

- *sense opener
- *source of knowledge
- *problem solver
- *communication
- *creation
- *sharing
- *reflection and action

'It's a transfer of the spirit of the time and the auditory image of something deep inside our self' (Deleuze).



'Musicscape'

ToneDen

4. 'ROLES'

In the film nine young people are playing the roles of perpetrator, collaborator, by-stander, protestor and/ or victim (Raul Hilberg). They are also using a constructivistic, spiritual, sustainable, blended or real life learning style. Through feeling, knowing and experiencing the past and the present, they develop an own learning style or a mix of learning styles, including an own role or roles.



Django: jihadist



Irina/Gertrud: aesthetical/ empathic



Monique: hedonist/narcissistic



Thomas : neo-nazi



Sandis: avatar



CHillak: alternative



Iqbal: muslima



Hakan: activist



Kristin: smart student

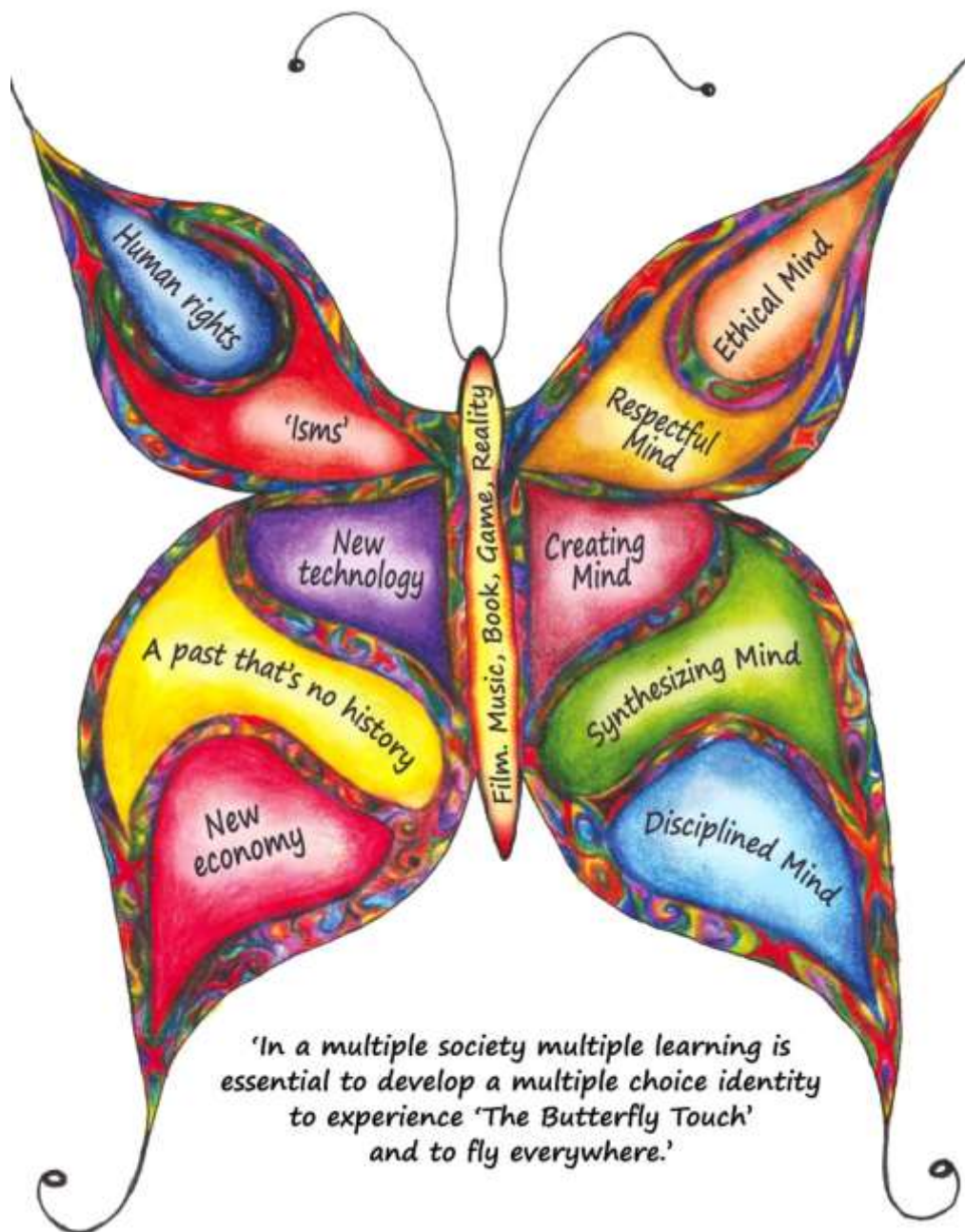
THE STARS OF THE SHOW

Design by Noël Hariri (2012)

2. 'THE BUTTERFLY TOUCH'

'Why have we forgotten what's important in life'? (Rob Riemen)

The essence of the film is to let young people feel 'The Butterfly Touch' by internalizing and unifying the five minds for the future and the five turning points. The film, the book, the music, the website (game) and reality are transmedia for moral reflection and empathy.



'THE BUTTERFLY TOUCH'

What's in it for you?

'We should learn how learners are learning to learn' (Wim Veen)

Teachers should learn to teach in a passion driven, constructivistic, blended, real life, spiritual and sustainable way.

'Teach what you preach and preach what you teach' and:

- Experience the film on your level.
- Use the film or a specific scene as a starting point of your lessons or as a way of reflection.
- Link the film to history, philosophy, sociology, social science, music, culture, it and/or media.
- Integrate the film in a project about human rights, identity, citizenships, values and norms and/or Europe.
- Link the film to 'Breaking News' about conflicts in the Arab world, fugitives, Ukraine, natural disasters, jihadists and/or IS.
- Use the film as a source of inspiration for the making of clips, role-plays or post-digital products by the students.
- Follow the learning route about a scene. Go to www.to-gather.org for more information, inspiration and the background article of the project To-Gather.
- Invite the director, an actor or more actors for a presentation at your place. The presentation may flexibly be adapted to your own wishes and possibilities.

- Program:
1. A sense opener with music
 2. A lecture (15-30 minutes)
 3. The film including the headlines (45 minutes)
 4. Q&A about the film (15 minutes)
 5. Workshop (30-60 minutes)
 6. Presentation of the workshop (30-60 minutes)
 7. Reflection and feedback by putting sticky notes on the big poster of 'The Butterfly Touch.'

SEE YOU SOON!