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## KORTFLMSKLUBBEN ENGELSKA

### Yussef is complicated

#### Before watching

Discuss in class:

- What do you think the title means? When do people generally use “complicated” as a way to describe a person? In what context do you think it is used more often?

#### While watching

- Try to notice similarities and differences between the school in the movie and a school in Sweden. Look at the environment, the teachers, the clothes, the behavior, the schoolyard etc.

#### After watching

Discuss in groups of 4-5:

- When the movie begins, we can hear Mr Squires talking about Yussef, saying he doesn't engage, nor speak except for with a few confidants. People often imply things without actually saying them when they speak about difficult subjects. What do you think Mr Squires means by saying this? Try to figure out what he is implying, what he is trying to tell Ms Robson.
- Mr Squires says he can't keep Yussef on a mainstream school unless he opens up and starts to interact with other people. Do you think an authority such as a principal should be able to decide whether a student belongs on the school or not? Do you think the school should be inclusive to everyone? What do you think a school should do with students who don't interact with other students or who get into fights a lot? How do you think teachers should explain to fellow students about someone's situation without breaking confidence?



- What do you think happens to Yussef when he gets into the fight on the schoolyard? Why do you think he reacts the way he does? Why do you think he fights the way he does? His behavior after the fight has been broken, what do you think triggers that?
- What do you think Yussef's ball signifies to him?
- Ms Robson talks to Yussef and presents him with his options regarding his future. How do you think these options make Yussef feel? What do you think his thoughts are when he hears the options?
- Ms Robson gives the class an assignment which is to write an essay with the title "the day that changed my life" and then to read it in front of the class. Why do you think she chooses this topic for the essays? If you were to do such an assignment, what would it be about?
- Why do you think Ms Robson talks about catharsis? Do you remember what it is? Can you give an example of a book or a movie that has made you feel something so strongly it completely filled you with emotion? How did that make you feel afterwards?
- What kinds of reactions does Yussef's speech invoke in his classmates? How do they react while listening to him? How do Ms Robson and Mr Squires react to his speech?
- What do you think happens with Yussef after his speech? What do you think his classmates do to him after this? How do you think the class proceeds after hearing him? Do you think his teachers treat him differently after this and if so why?
- Choose the statement/-s you think is/are more fitting to describe the movie and present some arguments to why you think so;
  - This is a movie...
    - ... about a difficult student
    - ... about teachers who don't know what to do
    - ... about bullying
    - ... about refugees
    - ... about war and the consequences of it
    - ... about compassion
    - ... about acceptance
    - ... about...

**Continue the work:**

- Find Iraq on a map. Do some research about the country. There have been many conflicts and wars in Iraq. Why did the war start? Why is there war in Iraq? Why are people fleeing from it? Who was Saddam? Why did people like Yusef's father not like him? Do you know anyone from Iraq? Ask them more about the conflicts. Can you find someone who can tell you more about life in Iraq before the war?
- Do some research about unaccompanied refugee children in Sweden. Where do they come from? Why do they come? How are they greeted? Where do they live while waiting for an asylum? Where do they go to school? How do they learn Swedish? What do you think society could do to help? Explain your thoughts to your friends.

**Vocabulary:****(British English)**

- |                               |   |
|-------------------------------|---|
| • <b>to engage</b>            | - <i>att engagera sig</i>               |
| • <b>a handful</b>            | - <i>en handfull</i>                    |
| • <b>confidant</b>            | - <i>(här) anförtrogen</i>              |
| • <b>mute</b>                 | - <i>stum</i>                           |
| • <b>surly</b>                | - <i>sur/trumpen/snarstucken/ettrig</i> |
| • <b>disengaged</b>           | - <i>oengagerad</i>                     |
| • <b>withdrawn</b>            | - <i>tillbakadragen</i>                 |
| • <b>to retreat</b>           | - <i>att dra sig tillbaka</i>           |
| • <b>fiercely</b>             | - <i>häftigt/rasande/vildsint</i>       |
| • <b>chart</b>                | - <i>(här) diagram/kurva</i>            |
| • <b>to dispute</b>           | - <i>att bestrida/säga emot</i>         |
| • <b>shyness</b>              | - <i>blyghet</i>                        |
| • <b>obtuse</b>               | - <i>dum/ointelligent</i>               |
| • <b>to pass judgement on</b> | - <i>att döma</i>                       |



- **moody** - *nyckfull/snarstucken/sur*
- **shred** - *uns/gnutta*
- **to cut someone some slack** - *att ge någon lite utrymme/  
att vara lite schysst mot någon*
- **mainstream** - *konventionell*
- **to tease** - *att reta*
- **to bully** - *att mobba*
- **to trigger** - *att trigga*
- **assessment** - *utvärdering*
- **improvement** - *förbättring*
- **special measures** - *särskilda tag*
- **transfer** - *förflyttning*
- **option** - *alternativ*
- **to carry on** - *att fortsätta*
- **care home** - *vårdhem/fosterhem*
- **confined** - *inlåst/instängd*
- **brilliant** - *(här) begåvad*
- **vocal** - *högröstad/tydlig*
- **uncomplicated** - *okomplicerad*
- **evocative** - *suggestiv/associationsrik*
- **to release** - *att släppa fri*
- **tinned food** - *burkmat*
- **gutter** - *rännsten*
- **puddle** - *vattenpöl*
- **drone** - *drönare*
- **barbed wire** - *taggtråd*