



BELGIUM-THE HELP ACTIVITY

THE HELP – Belgian exercises

1. Describe your favorite character from the movie and explain why it is.
2. or in “play” form: A pupil imitates his/her favorite character but don’t uses the spoken word (mime). The rest of the class has to guess the character
3. What was to your opinion the best scene in the movie? Explain why.
4. Write a short promotional text for the movie or design a film poster.
5. Pretend to be one of the characters in the movie. Now, write a letter to another character from the movie. (at least 8 lines). Than, pretend to be the one who received the letter, and write an answer (at least 8 lines also).
(on paper or as a roll play: in that case change the letter by a telephone call)
6. Roll play:

You are a journalist in the time Skeeter published her book and you discovered she must be the anonymous author. You arrange a meeting with her. What are you going to ask her?
7. You are the director of the movie “The Help” and just had auditions for the roles of Skeeter and Aibileen. Pick the pupils in your class that are getting the roles and explain why you have picked them....
8. Write a limerick about the Help.

A limerick is a form of poetry, especially one in five-line anapestic meter with a strict rhyme scheme (AABBA), which is sometimes obscene with humorous intent. The first, second and fifth lines are usually longer than the third and fourth.



BULGARIA-THE HELP CROSSWORDS 1

Erasmus minus bullying

The Help /activity/

Fill in the missing words in the crossword and find the hidden word:

The hidden word:

1. The young ladies in the town of Jackson are i t towards their black maids.
2. The ladies show lots of h d.
3. The black maids feel e..... d.
4. Skeeter is h..... l and nice with the maids.
5. The maids agree to p..... t against their way of life.
6. The book they wrote is finally p d.
7. The two maids are really p.....d in the end.

1													
2													
3													
4													
5													
6													
7													

Answer:

1. Intolerant
2. Hatred
3. Embarrassed
4. Helpful
5. Protest
6. Published
7. Proud



BULGARIA-THE HELP CROSSWORDS 2

The Help /activity/

Fill in the missing words in the crossword and find the hidden word:

The hidden word:

1. The young ladies in the town of Jackson are i t towards their black maids.
2. The ladies show lots of h d.
3. The black maids feel e..... d.
4. Skeeter is h..... l and nice with the maids.
5. The maids agree to p..... t against their way of life.
6. The book they wrote is finally p d.
7. The two maids are really p.....d in the end.

1																			
2																			
3																			
4																			
5																			
6																			
7																			

Answer:

1			i	n	t	o	l	e	r	a	n	t								1. Intolerant		
2					h	a	t	r	e	d											2. Hatred	
3					e	m	b	a	r	r	a	s	s	e	d							3. Embarrassed
4					h	e	l	p	f	u	l											4. Helpful
5	p	r	o	t	e	s	t															5. Protest
6		p	u	b	l	i	s	h	e	d												6. Published
7					p	r	o	u	d													7. Proud



BULGARIA-THE HELP-100 ACTS OF KINDNESS

Erasmus minus bullying

The Help /activity/

100 Acts of Kindness / 100 прояви на любезност/

1. The students watch the following video to get acquainted with the segregation in the USA in the 60s.

Учениците гледат видео за да се запознаят със сегрегацията през 60-те години в САЩ.

http://sni.scholastic.com/SN1/02_01_14_SN1/book#/4

A crowd of more than 200,000 people assembled at Lincoln Memorial on August 28, 1963, for the "March on Washington for Jobs and Freedom"—though most of us think of it as the date that Dr. Martin Luther King, Jr. delivered his "I Have a Dream" speech. The speech was the culminating event of a day of singing, talking, and political activism.

Повече от 200 000 души се събират на 28.08.1963 г. пред мемориала на Линкълн във Вашингтон за участие в марша за работа и свобода. Повече хора свързват тази дата с произнасянето на речта на Мартин Лутър Кинг „Аз имам мечта“.

Dr. King had a dream where everyone would be kind, helpful, and respectful of others.

Кинг е имал мечта, в която всички да бъдат любезни, услужливи и уважаващи другите.

We would like to start an initiative called **100 acts of kindness**.

*Бихме искали да стартираме инициатива, наречена **100 прояви на любезност**.*

At school, children are going to be watching one another to look for those acts of kindness. If someone helps you find your lost crayon, that's an act of kindness to report. If you fall and someone helps you up and checks to be sure you're OK, that's an act of kindness too.

В училище учениците ще следят за прояви на любезност:



-
- *Ако някой ти помогне да си намериш нещо изгубено, това е проява на любезност.*
 - *Ако паднеш и някой ти помогне да станеш и те попита как си, това също е проява на любезност.*

Our rule:

Our rule is that you cannot report your own act of kindness; someone else has to report something nice that you did for them.

Нашето правило е, че не можеш сам да докладваш за собствена проява – някой друг трябва да забележи и докладва за твоята проява.

The students write their reports and put them in especially designed boxes.

Учениците пускат своите съобщения за проява на любезност в кутии за целта.



FINLAND-THE HELP ACTIVITIES

**“ERASMUS MINUS BULLYING.
PRACTICES IN PREVENTION AND INTERVENTION IN EUROPEAN SCHOOLS”
E.M.B.
№ 2014-1-EL01-KA201-001372**

The Help movie lesson plan

The Help movie is based on an award-winning novel written by Kathryn Stockett. The story is set in Jackson, Mississippi in the early 1960s during a time of racial segregation. *The Help* is a story that focuses on important issues like racism and inequality, but also on important themes like unexpected friendship, courage to stand up for one's rights, the importance of sharing stories, growing up... That's why the novel/movie can be used in many subject areas.

Targeted audience

This lesson plan is designed for students in the age group 14-16 who have studied English for five-six years.

Learning objectives

By the end of this lesson students should be able to

- identify the main literary element of a story (setting, character, plot and theme)
- recognize the key vocabulary and concepts connected to racial inequality
- understand the historical period of racial segregation in the 1960s in America.

Time

- 1) Introduction (story elements and movie trailer): 45 minutes
- 2) The Help movie running time: 146 minutes
- 3) The characters quiz: 20 minutes
- 4) The Civil Rights Movement - research and oral presentation: 3x45 minutes
- 5) The film review: 2x45 minutes

Teaching aid and equipment required

- Internet connection
- The movie *The Help*



- Worksheet (writing a film review based on *the Help*)

Learning activities

1. Introduction

If the students are not familiar with *The Elements of a Story* the teacher must start off the lesson by talking about **the setting, the characters, the plot** and **the themes** of a story.

Introduce the lesson content with the help of a movie trailer of *The Help*. The students try to find as much information as possible from the movie trailer about the genre and the setting of the film, the characters and the theme.

- Where and when is the movie set? (Jackson, Mississippi 1960s)
- Who are the main characters and what are they like? (Skeeter, Aibileen, Minny, Hilly)
- What is the plot of the story? (interviewing black maids for the book *The Help* and the bathroom initiative)
- What are the themes? (going against expectations, unexpected friendship, racial segregation)

2. Watching of the movie *The Help*

3. The characters quiz

The main characters are all female and in order to make sure the students have understood who is who, ask them to try out the Quizlet activity *The Help movie characters - Who is it?* You can do the quiz online or print it out on a sheet of paper.

4. The Civil Rights Movement in America

Even though the characters and the plot are fictional, there are many references to real historical events of that time period. Let the students do some research in pairs on for instance the following historical events:

- The Case of Emmet Till
- Rosa Parks and the Bus Boycott
- Little Rock Central High School
- The Murder of Medgar Evers
- The Freedom Ride of 1961
- The March on Washington



-
- The Birmingham Church Bombing
 - Mexico Olympics 1968

Ask the students to gather information about their given subject and give an oral presentation to their classmates with the help of a power point and perhaps a little video document.

The students will post the results of their research about the historical time surrounding the movie *The Help* on the Erasmus Minus Bullying platform **Twin Space**. They will also make a quiz based on the facts for partner students to try out.

Assessment

1. Students will be assessed by writing a film review where they show that they can analyse a film with the help of the story elements: setting, characters, plot and theme.
2. Students will get feedback about their oral presentation on the Civil Rights Movement in America

References

The Help movie trailer (2:30)

https://www.youtube.com/watch?v=J_ajv_6pUnI

The Help movie (Touchstones pictures/DreamWorks Pictures, 2011)

Quizlet: The Help movie characters - Who is it?

<http://quizlet.com/72093112/the-help-movie-characters-who-is-it-flash-cards/>

History learning site/Civil Rights in America

<http://www.historylearningsite.co.uk/civil1.htm>

Extention

Cooperation with other EMB classes?

Twin Space - how communicate?



**“ERASMUS MINUS BULLYING.
PRACTICES IN PREVENTION AND INTERVENTION IN EUROPEAN SCHOOLS”
E.M.B.
№ 2014-1-EL01-KA201-001372**

FILM REVIEW based on *The Help*

You are going to write a film review based on the movie *The Help*. Give examples from the movie and try to describe as much as possible the different elements of the story. Here are some questions to get you started:

The Setting (where and when?)

Where and when is the story set? Can you give details from the movie about what is typical for that time period?

The Characters (who?)

Tell about the main characters of the movie. What do they look like and what is their personality? What kind of relationship do the different characters have to each other? Who is "the good guy" (protagonist) and who is "the bad guy" (antagonist)? Do any of the characters develop in the story? Do you relate to any of the characters? Which character do you like best and which one the least and why?

The Plot (what happened?)

What happens in the story? Which are the most important events? Is there a climax/twist in the story where things change? Is the plot believable in its historical framework? Could this be a true story?

The Theme (what is it about?)

What is the story about? Do you think the writer/director wants to teach us anything? Did you enjoy watching the movie? Why, or why not?



GERMANY-THE HELP ACTIVITY

The Help

Games :

1. [Scatter](#)
2. [Gravity](#)
3. [Puzzle](#)



GREECE-THE HELP WORKSHEET

FILM	NAMES
THE HELP Written by Tate Taylor Directed by Tate Taylor Release dates August 2011	

1. When and where is the story taking place?

.....
.....

2. What do you think the film is going to be about?

.....
.....

*Several pauses will take place during the viewing from now on.
Each time you will look through the questions and will fill in new information.*

3. Fill in the names of the main characters. Match them to the right column.

S	The journalist's nanny
K	The revolutionary friend of the narrator
A	The narrator
M	The outcast nice lady
H	The journalist
S	The "chief" of the racist group
E	The journalist's mother
Mrs Felan	The weak lady of the aristocracy

4. What do you think will happen next?

.....
.....
.....
.....

5. What feelings do you have?

.....
.....
.....

6. Who are bullying?

.....
.....
.....
.....



7. Who are the victims?

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.....
.....

8. Do you see any role exchange? (the bully becomes a victim or the victim becomes a bully).....

.....
.....
.....
.....

9. Who are the witnesses and how do they react?

.....
.....
.....
.....

10. Was it easy for victims and witnesses to stand up for their rights? What does this mean to you for the world of adults? How different is it from your teenage world concerning bullying?

.....
.....
.....
.....

11. Imagine a different ending.

.....
.....
.....
.....

12. Did you enjoy the film? Elaborate.

.....
.....

13. Did you like the worksheet? Elaborate.

.....
.....

THANK YOU!
ENJOY THE REST OF THE DAY!



GREECE-THE HELP-ROLES

BASED ON THE FILM THE HELP

ROLE PLAY by R.PORFIRI

Instruction: Imagine what some of the heroes thought and play it

FIRST PART

Aibileen:

I am Aibileen and I live in Jackson, Mississippi. I've been working as a maid for white people since I was fourteen. I look after their children, I do all the housework and the shopping. I really love their children but when they grow up and get married, they treat me badly, just like their mothers. They make me feel different and inferior but I have to be patient. There's a lot of pain inside me but I can't talk about it. It is forbidden and I'm afraid. Racism is a bad thing.

Minnie:

I am Minny and I work as a maid in Hilly's family. Hilly is a racist and very cruel with me. She fired me because I dared to use the toilet. I don't understand why people can be so cruel and unfair. I would like very much to make them feel what I feel. I am really angry with all this racism and bullying against me and all coloured maids.

Hilly:

I am Hilly and I believe that coloured people are not like us-white people. They can't share the same things with us. They are different and inferior. I fired Minny and she took revenge in the worst way! I hate her and I'll fight so that coloured people won't be equal to white people.

Celia:

I am Celia. Minny is my first maid. I am really happy to have her. She taught me how to cook and many other things. She was there for me when I had pregnancy problems and I lost my baby-she was very supportive. I don't understand why some white people don't black people. And why some white people don't like me!?

Skeeter:

I'm Skeeter and I'm a journalist. I have a dream that someday coloured maids will talk about their lives in the service of white people. I want to write a book so that everybody knows that racism is a very bad thing. I will struggle so that everyone knows how much black maids suffered and that it is not fair to show no respect to someone just because he is different.



John:

I'm Johny and I'm Celia's husband. I'm really grateful to Minny-she helped my wife in the most difficult moments. Discrimination and bullying should not exist. For God's sake, do something about it!

Stewart:

I'm Stewart and Skeeter's boyfriend. I don't understand her passion against racism. I think that what she wants to do is too daring. I don't believe that we can change others when they don't want to. We can't change the world!

SECOND PART

Aibileen:

God says that we are all the same and we should love each other, even our enemies. That's why I decided to talk about my problems. You can do the same, if you are a victim of racism or bullying. Don't be afraid! Talk about it!

Minny:

Don't keep all those negative feelings inside you and become a bully yourself. This is not the solution. Talk about it and stand up for your right to live with respect and dignity!

Hilly:

Hatred and revenge will not make you feel better. I was a racist and I regret it.

Skeeter:

I have a dream...

That someday, we will all live in a better world with love and respect to each other.

Let's all do our best to stop racism and bullying!

ITALY-THE HELP ACTIVITIES


THE HELP IC Traiano



- Without any information on the film, starting from the poster, propose to the children to make predictions about the characters, the story and contents of the film stimulating questions.






- 
- Describe what you see.
 - Describe the organization of text and images. What makes you think the composition?
 - What kind of colors are used? What do you feel?
 - What strikes you?
 - Watch the posture and the distances among the subjects represented and try to describe some characteristics. Who is standing, who is sitting, how they stand and how they sit.
 - What is the message?
 - What are the written information?
 - In what time and place is the story set?
 - What is the plot?



Some other questions

Friendship is the central topic of "The Help."
Many centuries ago, about friendship, Cicero wrote: "Amicitia pares facit aut pares invenit". (friendship finds equal persons or makes them equal)
According to you, what part of the great Roman orator's sentence meets in full the friendly relationship between Aibileen and Skeeter?



- 
- Why does Aibileen begin to tell her story to Skeeter and why, when Skeeter begins to write, must her manuscript remain secret?
 - For the society of the Mississippi, Eugenia "Skeeter" Phelan is different, afflicting her mother and her friends. Why? What are her aspirations and the ones of her friends?
 - In your opinion, is Minny the voice of reason and Aibileen the voice of the heart?



ROMANIA-THE HELP ACTIVITIES



THE HELP WORK PROJECT

ACTIVITY 1

Watch the movie **THE HELP**



ACTIVITY 2

Students work in teams of 4.

TEAM A

**Task: Walk in each other's shoes -
*reversing the social status:***

- ✓ The black acquire an authoritarian status towards the white, who become their subordinates.

⊕ Describe a sequence that impressed you.



TEAM B

Imagine you are a servant.

☉ Write a story for the young author's book.



SPAIN- THE HELP SCENES ACTIVITY

THE HELP

ORDER THE FOLLOWING PICTURES, AND TRY TO REMEMBER WHAT HAPPENED BEFORE AND AFTER EACH PICTURE







SPAIN- THE HELP WORKSHEET

The Help – activity.

50 minutes

1. **While watching** the film try to write down expressions that are impolite or show lack of respect. Words with a negative meaning, insults or any statement that imply any violence towards the people, or that are aggressive in themselves. Write who tells them and in which scene.

WRITE NO MORE THAN FIVE

WORD	WHO	WHERE/WHEN
1.		
2.		
3.		
4.		
5		

2. In your own words write a line explaining what is the message of the film _10 minutes

3. **After watching the film** (sitting in groups of 5) share your list with the other four more students.. You don't need to write anything. _10 minutes
4. Maybe you have studied about slavery in the USA maybe you haven't, but, Could you tell about a case of a collective or a minority that comes to your head that nowadays is suffering a similar unfair situation in the world that surrounds you? To make it easier sit with the other partner from your country and fill up the grid . Decide who is going to tell about it to the rest of the countries._ 10 minutes



Write the supporting details here:

Who	What
When	Where
How	Why

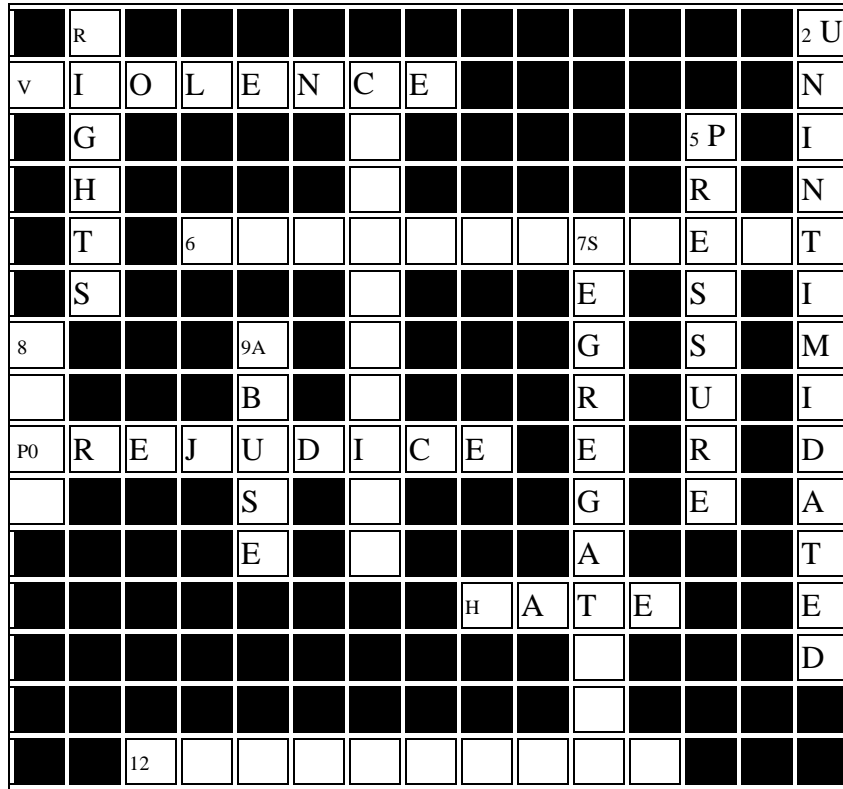
5. Tell the rest of nationalities (speak in alphabetical order) about the group of people that is being a victim (for any reason....race, economical power, illness, religion) in your nearby society. 2 minutes per group/ 20 minutes



SPAIN-THE HELP CROSSWORDS

The Help (the film)

The words in this puzzle are related to the film `The Help`. Think what relation these words have to **bullying**.



Across

Down

- | | |
|-----------------------|--|
| 3. too much anger | 1. in accordance to moral or legal behaviour |
| 6. individual respect | 2. not to be timid or frightened |
| 10. prejudice | 4. agreement, obedience |
| 11. dislike intensely | 5. stress, harassment |
| 12. a person's origin | 7. separation |
| | 8. a feeling that events will turn out well |
| | 9. to mistreat physically or sexually |



SPAIN-THE HELP ANSWER TO CROSSWORDS

The Help

The words in this puzzle are related to the film 'The Help'. Think what relation these words have to the topic we are dealing with, bullying.



- Across
- 3 too much anger
 - 6 individual respect
 - 10 prejudge
 - 11 dislike intensely
 - 12 a person's origin

- Down
- 1 in accordance to moral or legal behaviour
 - 2 not to be timid or frightened
 - 4 agreement, obedience
 - 5 stress, harassment
 - 7 separation
 - 8 a feeling that events will turn out well
 - 9 to mistreat physically or sexually



SPAIN-THE HELP SURVEY

Taking a Survey on *The Help*

In the following survey we are going to deal with the some ideas that appeared in the crossword, so the answers are linked to them.

Ask at least two other students and write the answers in short notes. Take your time before answering..

<p>Why did the maids take a risk in telling their stories even though they knew they could be shot?</p>	<p>"They raise a white child and then twenty years later the child becomes the employer. It's that irony, that we love them and they love yet, yet ... We don't even allow them to use the toilet in the house." What does this sentence mean?</p>	<p>Did Skeeter think she could change things? And the maids? When did they start to think that?</p>
<p>What are the threats or abuses maids have to suffer in `The Help`? Give different examples.</p>	<p>How are the characters of the `bad white women` depicted in the film, both at the beginning and at the end?</p>	<p>Do you think the film describes the real situation in America in the 60`s?</p>



<p>What do you know of the situation of black people in the 60's?</p>	<p>Do you know who Rosa Parks was?</p>	<p>"You is kind. You is smart. You is important."</p> <p>What does this sentence mean? Can we relate it to bullying?</p>
<p>Explain why classism or racism interfere with an important relationship in the film</p>	<p>Why does Celia treat black people differently?</p>	<p>How does the situation Celia lives compare to the a bullying situation?</p>



The majority of the people in this class . . .

Most people in this class . . .

Quite a few people in this class . . .

About half of the people in this class . . .

Hardly any of the people in this class . . .

Almost no one in this class . . .



Write up your results:

Assignments:

Any of the discussion questions can serve as a writing prompt. Additional assignments include:

1. This story is about the changes in the characters of five women. Write an essay in which you identify these five women and for each, in one paragraph, describe the way in which the woman changed over the course of the story.
2. Write an essay in which you describe how classism plays a role in the story. Cite support for every opinion with direct reference to a specific scene or to dialogue.
3. Research the role played by women in the Civil Rights Movement. Using Power Point or a similar program create a presentation [or write an essay] that introduces two specific women who had an impact on the Movement and recount the activities in which they were involved. Be sure to describe any obstacles they may have met because of gender bias or other social norms.
4. Write an expository essay on the condition of housekeepers, maids and nannies in society today. Be sure to investigate any factors that may surface, such as ethnicity, age or gender. Look for information on wages earned by domestic workers. Consider the jobs associated with maids in hotels as well as in private households.



Surveys on Movies

Survey on Best Actors

(1) Who is the best male actor?

(2) Who is the best female actor?

Survey on Horror Films

(1) Do you enjoy horror movies?

(2) What is the scariest movie you have seen?

Survey on Comedies

(1) Do you like to watch comedies?

(2) Who is the funniest actor?

Survey on Action Films

(1) Do you enjoy action films?

(2) Is it OK for young kids to watch violence on TV?

Survey on Movie Going

(1) How often do you go to the movies?

(2) Who do you usually go with?

Survey on Movie Going

(1) What was the last movie that you saw?

(2) What was the first movie you ever saw?

Survey on Sci-fi Movies

(1) Do you enjoy sci-fi movies?

(2) What was the last

Survey on Best Films

(1) What is the best film you've seen recently?

(2) Who was starring in it?

Survey on Worst Films

(1) What is the worst film you've seen recently?

(2) Who was starring in it?



sci-fi movie you saw?		
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Each student receives one set of survey questions. They walk around the room and survey every member of the class and then they write up the survey results and present them at the end of class.

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TURKEY-THE HELP ACTIVITY

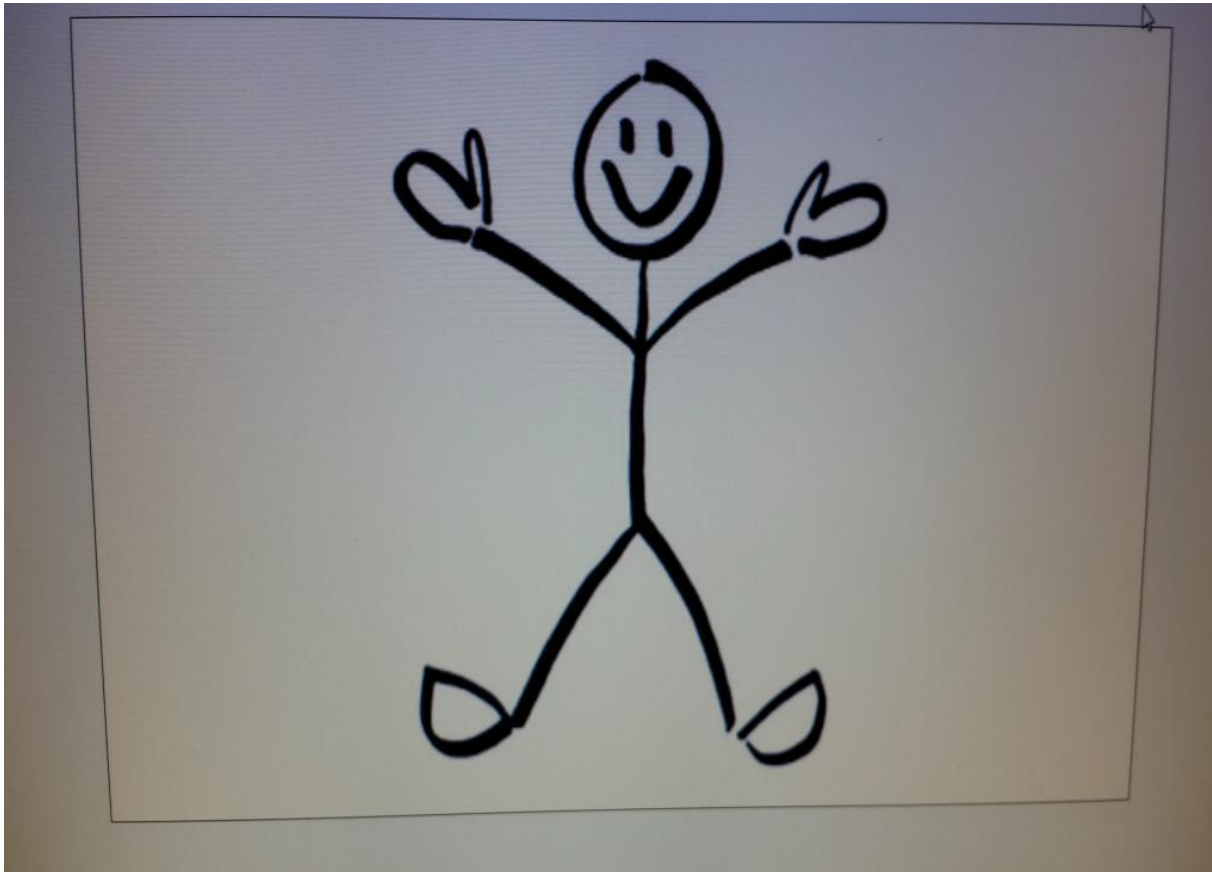
ERASMUS+ ACTIVITY about "THE HELP" film

Theme :

- Students' feelings and thoughts about discrimination
- and the Power of Words on our mood.

ACTIVITY

- Teacher draws a cartoon human body on A3 paper and hangs it on board



- Then asks few students to come to the board and wants them to say to the drawing bad words and for each word the teacher wants them to cut the parts of the body of drawing.
- Ss say bad words to the drawing and cut the drawing into pieces and hang them on different places on board.
- Later, the teacher wants few students to come to board and this time wants them to say good words to the drawing and and put the parts of the body in its own place.



- Finally the teacher asks to the students the differences before and after they cut the drawing. The teachers asks to the students their feelings and thoughts.

In this activity, the students see the Power Of Words on our mood and understand how careful they should be by using the language.