

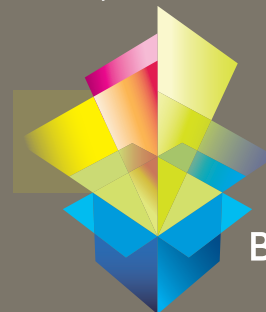


ADNA IN SARAJEVO STUDY GUIDE

From the John VanDuzer Children's Film Collection

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Now in production

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Table of Contents

Message to the Educator	3
Synopsis	3
Curriculum Applicability	4
Ways Into the Text	6
Exercises to engage students in <u>before</u> watching the film	6
Working with the Text	8
Exercises to engage students in <u>during</u> the film	8
Analyzing the Text.....	9
Exercises to engage students in <u>after</u> the film	9
Additional exercises to engage students in <u>after</u> the film	10
Activity One: Watching and analyzing the U2 music video for “Miss Sarajevo”	10
Activity Two: Learning about Canada’s involvement in the Bosnian war	12
Activity Three: Writing a letter to Adna	13
Useful Web Links.....	14
Appendix 1: Country Profile: Bosnia-Hercegovina (Student Handout).....	15
Appendix 2: Country Profile: Bosnia-Hercegovina (Teacher Resource)	18
Appendix 3: Comprehension Questions for <i>Adna in Sarajevo</i> (Student Handout)	20
Appendix 4: Answer Key for Comprehension Questions (Teacher Resource).....	21
Appendix 5: Adna’s Poem about Children (Teacher Resource)	23
Appendix 6: Lyrics for “Miss Sarajevo” by U2 (Student Handout)	24
Appendix 7: Storyboard for “Miss Sarajevo” (Student Handout)	25

Please note: In keeping with the BBC material in this study guide we have used the less common spelling of Hercegovina (rather than the North American spelling “Herzegovina”)

Message to the Educator

The Youth Learning Department at the Toronto International Film Festival Group aims to provide children, youth and students with new academic opportunities and social experiences by introducing them to the language and power of the moving image. We are proud to introduce educators to the John VanDuzer Children's Film Collection. This initiative reflects our continuing commitment to educating and inspiring youth with the transformative powers of the moving image.

The collection, the first of its kind in the world, is empowered to purchase, archive and distribute the best children's and family films available from around the world. Developed with education experts, study guides accompany each film and are designed to address contemporary social issues and provide a wealth of synergistic programming with the Ontario Ministry of Education. For more information, please visit reellearning.ca, our online film-literacy resource for educators.

Synopsis

Adna in Sarajevo

Country of Origin: Canada

Release Year: 2000

Original Language: Bosnian

Director: Mirna Sadiković

Runtime: 10 minutes

Themes: War, childhood, poetry, family

Grade Level: 5 to 8

Adna in Sarajevo is the story of one girl's life during the war in Bosnia, told with warmth and sincerity from a child's perspective. Eleven-year-old Adna lived near the front lines during the siege of Sarajevo. She relates her experiences of attending temporary schools and staying in makeshift homes, somehow retaining her sense of playfulness and wonder throughout these troubled times.

Curriculum Applicability

Adna in Sarajevo is relevant to the following Language Curriculum strands for Grades 5 to 8 and the Social Studies Curriculum strands for Grade 7 Geography.

Subject	Strand	Expectations
Grade 5 to 8 Language	Oral Communication	<ul style="list-style-type: none"> • Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. • Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes. • Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.
	Reading	<ul style="list-style-type: none"> • Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a range of strategies to construct meaning. • Recognize a variety of text forms, text features and stylistic elements and demonstrate understanding of how they help communicate meaning. • Use knowledge of words and cueing systems to read fluently. • Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during and after reading.
	Writing	<ul style="list-style-type: none"> • Generate, gather and organize ideas and information to write for an intended purpose and audience. • Draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience. • Use editing, proofreading and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression and present their work effectively. • Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Subject	Strand	Expectations
Grade 5 to 8 Language	Media Literacy	<ul style="list-style-type: none"> • Demonstrate an understanding of a variety of media texts. • Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning. • Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions and techniques. • Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.
Grade 7 Geography	The Themes of Geographic Inquiry	<ul style="list-style-type: none"> • Explain the geographic concept of location/place (e.g., “location” means where a place is and where it is relative to other places; “place” is defined by unique physical and human characteristics). • Locate and use relevant information from a variety of primary and secondary sources (e.g., primary sources: interviews, statistics, aerial photographs, satellite images, live telecasts; secondary sources: maps, diagrams, illustrations, print materials, videos, CD-ROMs, Internet sites). • Use appropriate vocabulary (e.g., phenomena, issues, bias, fact, opinion, absolute location, relative location, interaction, region) to describe their inquiries and observations.

Ways Into the Text

Exercises to engage students in before watching the film

Materials needed:

- Blackboard and chalk, or whiteboard and markers
- Computers with Internet access for each student (although students can work in pairs if there are not enough computers for all students to have their own)
- Copies of worksheet (appendix 1) for each student
- Answer key (appendix 2) photocopied onto an overhead transparency
- Overhead projector

Estimated time to complete exercise:

- 15 to 30 minutes for class discussion
- 20 to 30 minutes for students to complete worksheet
- 15 to 25 minutes for teacher to take up the answers with the class

Justification:

This documentary shares a child's personal recounting of the Bosnian war. Therefore, it is advisable that teachers first help students consider the definition of war and brainstorm what they know about war. Teachers should then lead into an exercise where students learn about the historical context of the Bosnian war.

Exercise:

1. Explain to students that the short documentary they are about to watch shows a girl named Adna (who is near their age) talking about her experiences growing up in Bosnia. Ask students to raise their hands if they have heard of Bosnia or know where it is located. Inform them that they will learn more about this country soon.
2. Explain that the film focuses on a particular experience Adna has had in Bosnia, and that she tries to define the event that she has lived through. Write Adna's definition of war (printed below) on the blackboard. Read the definition aloud to students and ask them to guess what word Adna is attempting to define.

“[It's] something awful... A huge evil invented by some people full of hatred who do not know what love is.”

Write the students' guesses on the board and ask them why they suggest each word.

3. Inform students that the word Adna is defining is “war.” Write “war” on the blackboard and ask students to brainstorm a list of words that they associate with this term. These words could be names and events from particular wars or more emotive words about how they feel about war. (Suggestions may include dying, soldiers, Afghanistan, World War I, terrorism, guns.) Record all suggestions on the blackboard.
4. Once all of the students’ suggestions have been recorded, discuss the different ideas that they offered and ask them to explain why they associate certain words with war. Conclude the discussion by asking the following questions:
 - a. What are some of the wars referred to in the list?
 - b. What do you know about them?
 - c. Why do people go to war?
 - d. What are some of the feelings people experience during war or conflict?
5. Inform the students that you are going to focus on a specific conflict: the Bosnian war. Ask students to share any knowledge they have about this country or this war. Inform students that they are going to do a mini-research project on Bosnia (now called Bosnia-Herzegovina) using the following BBC website: http://news.bbc.co.uk/2/hi/europe/country_profiles/1066886.stm. Distribute copies of the student handout (appendix 1) and ask students to log into the computers to complete the assignment. Give them 20 to 30 minutes to fill in the worksheet.

N.B. The text on the BBC website will be a challenging read for a lot of students. The text on the worksheet has been deliberately written in simplified English to assist students in their comprehension of the website’s text. However, teachers should encourage those students who are struggling to comprehend the material on this site to conduct Boolean searches to try to find the answers on other websites.

Modification to exercise: If it is not possible for students to have Internet access (or if the teacher believes that the text on the BBC website is too challenging), the teacher can still distribute the worksheets and ask students to copy down the answers from the overhead while the teacher orally annotates the information and answers any of the students’ questions that arise during the exercise.

6. Photocopy the answer key (appendix 2) onto an overhead and take up the answers in class. Teachers may have to annotate the answer key as necessary to ensure that students understand the material.
7. Teachers may wish to wrap up this exercise by leading a discussion on the idea of ethnic identity and how this played a role in the Bosnian war. Ask students how they define “identity” and if they know of any groups that encourage the exclusion or marginalization of non-members. Ask students if they have any experiences they are willing to share where they felt excluded or picked on.

Working with the Text

Exercises to engage students in during the film

Materials needed:

- One copy of comprehension questions for each student (appendix 3)
- One answer key for teacher (appendix 4)
- DVD of *Adna in Sarajevo* and DVD player

Estimated time to complete exercise:

- 5 minutes to introduce the film and read comprehension questions
- 10 minutes to watch the film
- 5 to 10 minutes for students to finish answering questions
- 10 to 15 minutes to discuss answers with the students

Justification:

Comprehension questions are a good way to engage students and draw attention to certain details in the film that the teacher wishes to discuss post-viewing.

Exercise:

1. Inform students that they will be watching a short documentary titled *Adna in Sarajevo*. Ask them if they remember what Sarajevo is (the capital city of Bosnia-Herzegovina). Referring students to the earlier exercises, ask them to guess what they think the film will be about. Ask them to write their prediction in the space provided on the worksheet.
2. Distribute copies of the comprehension questions (appendix 3) to students and read the questions aloud with them before the movie starts. Ask students to answer the questions while they watch the film.
3. Screen the movie. Provide students with an extra five to ten minutes after the film to finish answering the questions and/or discuss their answers with a partner.
4. Discuss answers with the class. Use the prompts in the answer key (appendix 4) to challenge the students' critical thinking and media-literacy skills.

Analyzing the Text

Exercises to engage students in after the film

Materials needed:

- Adna's poem about children (appendix 5) copied onto an overhead transparency
- Overhead projector
- Blackboard and chalk

Estimated time to complete exercise:

- 20 minutes to read and discuss Adna's poem
- 5 to 10 minutes to brainstorm issues facing Canadian children
- 15 to 25 minutes to write a poem
- 10 to 30 minutes for presentations of poems

Justification:

This film is a powerful example of how children's perceptions of the world are relevant and meaningful. Students should be encouraged to think of issues facing them today and express how they feel about them.

Exercise:

1. Put a copy of Adna's poem about children (appendix 5) up on an overhead. Ask the students if they recognize it.
2. Read the poem aloud to the class and ask for students' first impressions of the poem. Take a spare sheet of paper and cover up the poem. Uncover the poem line by line, reading and discussing the potential meaning of each line as you go.
3. Lead the students in a critical discussion of the poem. Ask them to speculate on why they think Adna wrote this poem; who her intended audience is; why she chose to read this poem in the documentary; how her personal experiences might have inspired the topic of this poem; etc.
4. Ask the students to then brainstorm issues facing children in Canada today. The issues students suggest will probably vary in scale and importance. Do not screen any suggestions that the students feel are legitimate – please write all serious suggestions on the board. (Some examples of the various responses you may receive are poverty, education, parents, family, peer pressure, literacy/numeracy, standardized tests, curfews, obesity.)

5. Ask students to then select one of these issues (which they feel they have some authority to write about) to compose their own poem.
6. Give students some class time to write their poem. Inform them that (like Adna's poem) their poems don't have to rhyme.
7. After the students have finished writing, ask them to share their poems with the class. Encourage students to give their peers constructive feedback on their work.

Additional exercises to engage students in after the film

There is a plethora of additional extension activities that teachers can employ in the classroom – should they choose to – once *Adna in Sarajevo* has been screened.

Activity One: Watching and analyzing the U2 music video for “Miss Sarajevo”

1. Read the excerpt below taken from the Wikipedia article on U2's song “Miss Sarajevo,” which was inspired (in part) by Bill Carter's documentary of the same name.

The film *Miss Sarajevo* is a documentary by Bill Carter about a beauty pageant held in the midst of wartorn Yugoslavia. The winner was a 17-year-old blonde girl called Inela Nagic. Carter travelled to Sarajevo in the winter of 1993 to offer humanitarian aid and quickly found himself in the heart of the conflict. He lived for six months in a burnt-out office building, subsisting on baby food and whatever water he could find in the rivers and sewers, and delivering food and medicine to those in need.

Carter originally contacted U2 while they were on their Zoo TV Tour [because he wanted] to show audiences the real people involved [in the Bosnian strife], feeling that the Western media was ignoring the human aspect of the war. The band arranged for several satellite link-ups where Carter gave the locals – who had been cut off from communication with the rest of Europe for about a year and a half at this point – an opportunity to be heard before stadiums of thousands. The link-ups were brief and unedited.

“The idea was simple: instead of doing what the news does, which is entertain you, I wanted to do something that the news rarely does, make a person care about the issue.... I wanted young people in Europe to see the people in the war, I didn't want them to see politicians or religious leaders or military spokesmen.”

– Bill Carter

Carter had his camera sent to him from his home in California so he could film the documentary (which was produced by Bono) with the same goal of exposing people to the individuals living through the war. “The war is just a backdrop, it could be any war, the point is the vitality of the human spirit to survive, [to] laugh, to love, and to move on, that is something we will be addressing always.”

[U2’s song “Miss Sarajevo”] protests the war in Bosnia, criticizing the international community for its inability to stop the war or help those affected by it. [The music video for this song, directed by Maurice Linnane,] combines clips from Bill Carter’s documentary with footage from the Passengers’ first performance of the song at the 1995 “Pavarotti and Friends” concert in Modena. Clips from the documentary contain striking imagery, such as a shot of beauty pageant contestants holding up a banner with the words “DON’T LET THEM KILL US,” as seen on the single’s artwork.

(Source: http://en.wikipedia.org/wiki/Miss_Sarajevo)

2. Inform your students that the band U2 wrote a song protesting the Bosnian war in the mid 1990s. The song, “Miss Sarajevo,” was inspired by a woman U2 met while performing a concert in Sarajevo during the war. She had just won the Sarajevo beauty pageant, and Bono (U2’s lead singer) asked her how she could justify participating in the pageant while the city was under siege. The girl replied that she and the other contestants wore their costumes and paraded around in the mortar fire while carrying signs that read, “DON’T LET THEM KILL US” (an image that is presented in the music video). The girl and her fellow contestants, therefore, used the pageant as a means to protest the war. U2 was so inspired by this story that they wrote this song for her.
3. Distribute copies of the song lyrics (appendix 6) to students (or, alternatively, put them on an overhead) and read the lyrics together. Discuss the lyrics with the students: Who is Bono speaking to in the song? Why do you think U2 wrote a song about the beauty pageant winner rather than one of the other people they would have met while staying in Sarajevo? What message do you think U2 is trying to convey in this song?
4. Distribute copies of the music video’s storyboard (appendix 7) to students. Ask them to design their own music video for the song. In each box, students must either draw or describe in words the images they would like to show to correspond with the music and lyrics printed below each box. Give students class time to work on this assignment. Then, ask students to share their ideas with their classmates.

5. Download the clip of the music video for “Miss Sarajevo” from YouTube (www.youtube.com) and play it for the students. Using the above article from Wikipedia and the observations made by your students about the video, discuss the effectiveness of the video in communicating the message of the song. Students can write a formal critique of the U2 video for homework, identifying what they did or did not like about the video and what they would change if they could direct a new video for the song.

Activity Two: Learning about Canada’s involvement in the Bosnian war

1. Lead students in a discussion about Canada’s responsibility to protect other nations’ civilians (i.e., non-soldiers) during war. Does Canada have a responsibility? Should Canada get involved in other nations’ conflicts, like the Bosnian war? Why or why not? What role should Canada play in these conflicts?
2. Give students Internet access to download the following news clip from the CBC website and ask them to watch the footage: http://archives.cbc.ca/war_conflict/peacekeeping/clips/7541/.
3. Engage students in another discussion on how they feel about Canada’s peacekeeping mission in Bosnia and whether they feel that Canada should have sent its peacekeepers to Bosnia. Why or why not? Teachers can use this discussion to inform students of other current or recent wars that Canada has played or is playing a part in (e.g., the war in Afghanistan).
4. Ask students to conduct Internet research to find out whether or not Canada pulled its peacekeepers from Bosnia in 1994 – 95, toward the end of the war. Once they have found the answer, ask them to write down the URL (webpage address) of the site and then ask them to write down how they screened the source (i.e., how they knew that the website was credible and the information would be accurate).
5. Ask students to write a journal response about Canada’s involvement in the Bosnian war. Do they think Canada should have become involved? Why or why not? Should the troops have pulled out? Why or why not?

Activity Three: Writing a letter to Adna

1. Explain to your students that the film was made in 2000 when Adna was eleven. Ask them to calculate how old she is now. Ask your students to brainstorm the questions they would ask Adna if she were to visit their school. (Suggestions might include the following: How has the war impacted your current life? What are you doing now? Do you still write poetry? Do you still fight for children's rights? What is it like to live in Bosnia now? Etc.)
2. Once they have compiled their questions, ask them to write a letter to Adna (although make it clear that they cannot actually send the letter to her) using the following outline:

Paragraph 1: Introduce themselves: how old they are; what grade they are in; where they live; what they like to do, etc.

Paragraph 2: Explain that they saw the documentary *Adna in Sarajevo* in school and describe their reaction to it.

Paragraph 3: Ask Adna the questions they have compiled.

Teachers may have to model the correct format for writing letters.

Useful Web Links

WARNING: Teachers should not distribute the following resources directly to students before previewing them. Some content is graphic in nature and may not be suitable for all students to read.

The Bosnian War

http://news.bbc.co.uk/2/hi/europe/country_profiles/1066886.stm

http://www.friendsofbosnia.org/edu_bos.html

http://en.wikipedia.org/wiki/Bosnian_War

Canada's Involvement in the War

<http://www.cbc.ca/world/story/2004/09/27/bosnia040927.html>

“Miss Sarajevo” Video

http://en.wikipedia.org/wiki/Miss_Sarajevo

<http://www.muorji.se/U2MoL/Passengers/sarajevo.html>

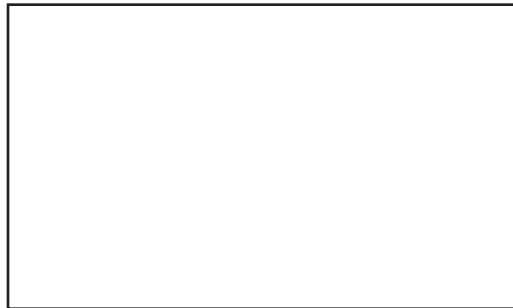
Appendix 1: Country Profile: Bosnia-Herzegovina (Student Handout)

Instructions: Answer the questions below using the information found here:

http://news.bbc.co.uk/2/hi/europe/country_profiles/1066886.stm

Flag:

In the empty box below, draw and colour the flag of Bosnia-Herzegovina. (You can find the flag on the top right-hand corner of the webpage, beside the map.)



Fill in the blanks:

Bosnia-Herzegovina is recovering from a devastating _____-year _____ that accompanied the breakup of _____ in the early 1990s.

Questions:

1. What years did the war take place? _____
2. What caused the war? _____

3. What are the three main ethnic groups in Bosnia? B_____ (also known as B_____, M_____), C_____ and S_____
4. What was the name of the accord (i.e., legal agreement) that ended the Bosnian war in 1995? The D_____ P_____ A_____
5. What did this legislation do to Bosnia? _____

6. Why do some people criticize the legislation? _____

Fill in the blanks:

Full name of country: _____

Population: _____

Capital: _____

Area: _____ square kilometres

Major languages: _____, _____ and _____

Major religions: _____ and _____

Scroll up to the top of the page and click on the link “Timeline: Bosnia – A chronology of key events” beside the picture of the map. Complete the chart below:

Year	Events
_____	<p>Communism (a theory and system of social and political organization that is based on common ownership of a population’s means of production, property and governance) collapses in Europe. The nationalists (people who are proud of their country and want to govern it themselves) in Bosnia are excited. However, the three different types of nationalists in Bosnia – the Bosniaks, Croats and Serbs – all have different ideas on how to run the country.</p>
1992	<p>_____ nationalists and _____ nationalists form an alliance against the Serb nationalists. The Serb nationalists are upset about this and _____ breaks out in Bosnia. The _____ quickly establish control of half the republic (i.e., country). E_____ c_____ (i.e., when one group of people tries to get rid of another group of people) is rampant.</p>
_____	<p>As tensions rise, the alliance between the _____ and _____ starts to break down. The groups start fighting and destroy the city of M_____, including its Old _____.</p> <p>The UN creates safe havens for Muslim nationalists, including _____, _____ and _____.</p>
1995	<p>The safe haven of _____ is attacked by _____ nationalists. This attack is considered the worst massacre (i.e., mass killing of people) since the Second World War.</p> <p>The Dayton Peace Accord is signed in _____ to end the war. The Dayton Peace Accord divides the country into two sections: one section for _____ and _____, and the other section for _____.</p>

Appendix 2: Country Profile: Bosnia-Hercegovina (Teacher Resource)

Fill in the blanks:

Bosnia-Hercegovina is recovering from a devastating **THREE**-year **WAR** that accompanied the breakup of **YUGOSLAVIA** in the early 1990s.

Questions:

1. What years did the war take place? **1992 to 1995**
2. What caused the war? **Conflict over whether Bosnia should stay in the Yugoslav federation or become independent**
3. What are the three main ethnic groups in Bosnia? **Bosniaks (also known as Bosnian Muslims), Croats and Serbs**
4. What was the name of the accord (i.e., legal agreement) that ended the Bosnian war in 1995? **The Dayton Peace Accord**
5. What did this legislation do to Bosnia? **It ended the Bosnian war. It also divided the country into two: a Bosniak-Croat federation of Bosnia and Hercegovina; and the Bosnian Serb Republic, or Republika Srpska, each with its own president, government, parliament, police and other bodies.**
6. Why do some people criticize the legislation? **Critics of Dayton said the two entities are too close to being two different countries, and that the accord reinforces separatism and nationalism not integration.**

Fill in the blanks:

Full name of country: **BOSNIA-HERCEGOVINA**

Population: **4 MILLION (in 2007)**

Capital: **SARAJEVO**

Area: **51,129 square kilometres**

Major languages: **BOSNIAN, SERBIAN and CROATIAN**

Major religions: **CHRISTIANITY and ISLAM**

Scroll up to the top of the page and click on the link “Timeline: Bosnia – A chronology of key events” beside the picture of the map. Complete the chart below:

Year	Events
1991	<p>COMMUNISM (a theory and system of social and political organization that is based on common ownership of a populations means of production, property and governance) collapses in Europe. The NATIONALISTS (people who are proud of their country and want to govern it themselves) in Bosnia are excited! However, the three different types of nationalists in Bosnia – the BOSNIAKS, CROATS and SERBS – all have different ideas on how to run the country.</p>
1992	<p>BOSNIAK nationalists and CROATIAN nationalists form an alliance against the Serb nationalists. The Serb nationalists are upset about this and WAR breaks out in Bosnia. The SERBS quickly establish control of half the republic (i.e., country). ETHNIC CLEANSING (i.e., when one group of people tries to get rid of another group of people) is rampant.</p>
1993	<p>As tensions rise, the alliance between the BOSNIAKS and CROATS starts to break down. The groups start fighting and destroy the city of MOSTAR, including its Old BRIDGE.</p> <p>The UN creates safe havens for Muslim nationalists, including SARAJEVO, GORAZDE and SREBRENICA.</p>
1995	<p>The safe haven of SREBRENICA is attacked by SERB nationalists. This attack is considered the worst massacre (i.e., mass-killing of people) since the Second World War.</p> <p>The Dayton Peace Accord is signed in PARIS to end the war. The Dayton Peace Accord divides the country into two sections: one section for BOSNIAKS and CROATS, and the other section for SERBS.</p>

Appendix 3: Comprehension Questions for *Adna in Sarajevo* (Student Handout)

Pre-viewing questions:

What do you expect the film *Adna in Sarajevo* to be about?

Post-viewing questions:

1. What sound does Adna make during the film's opening credits?

2. When Adna first introduces herself, what does she talk about?

3. What grade was Adna in when her school was shelled?

4. Who did Adna live with during the war? Why?

5. Why did Adna and her friend have to play with their dolls on the floor?

6. Adna says that sometimes it is easy for her to forget about the war, but there are constant reminders. What story does she share that reminded her recently of the war?

7. What reason does Adna give to explain why she started writing poetry?

8. Fill in the blanks for the following statement that Adna makes at the end of the film:
“[If I could talk to the president on how to prevent war], I would tell him we should invest in _____ and _____ but not in _____, because [they] kill people, which is bad. And _____ people always lose. I think people wage wars because of _____ and _____. And it should all stop.”

Appendix 4: Answer Key for Comprehension Questions (Teacher Resource)

Post-viewing questions:

1. What sound does Adna make during the film's opening credits? **She laughs.**

Prompt: Why do you think the director decided to open the documentary with this sound? What does it show? Did it change your expectations about the film?

2. When Adna first introduces herself, what does she talk about? **Her age, her school and her family (including her big sister and her parents).**

Prompt: Why do you think Adna talks about herself and her family first instead of talking immediately about the war? Should she have just talked about the war? Why or why not?

3. What grade was Adna in when her school was shelled? **Grade 1.**

Prompt: What do you remember about your life when you were in Grade 1? How were your experiences different from Adna's?

4. Who did Adna live with during the war? Why? **Her Grandmother, because it was safer to live in her Grandmother's house than in her family's apartment.**

Prompt: Why would it be safer for Adna to live in a house than in an apartment? The director also filmed most of the footage in Adna's home. Why do you think she did this?

5. Why did Adna and her friend have to play with their dolls on the floor? **Because if the house was shelled, they were less likely to be hit by shrapnel.**

Prompt: Why do you think the film includes this story? What does it tell us about Adna as a little girl?

6. Adna says that sometimes it is easy for her to forget about the war, but there are constant reminders. What story does she share that reminded her recently of the war? **Some of her friends were killed by landmines (left over from the war) when playing outside on a hill.**

Prompt: How does this story make you feel? Why?

7. What reason does Adna give to explain why she started writing poetry? **She wanted to express her feelings and also try to get more respect for children.**

Prompt: Have you ever been inspired to write a poem? When? Why?

8. “[If I could talk to the president on how to prevent war], I would tell him we should invest in **EDUCATION** and **ENTERTAINMENT** but not in **WEAPONS**, because [they] kill people, which is bad. And **ORDINARY** people always lose. I think people wage wars because of **money** and **power**. And it should all stop.”

Prompt: What do you think about this statement? Is there any sentence that you either strongly agree or disagree with? Why?

Do you think this was an effective way to end the film? Why or why not?

General discussion questions:

1. What did you think about the film?
2. What are your impressions of Adna?
3. Do you have anything in common with her? What?
4. Was she an effective narrator/subject for the film? Why or why not?
5. What did you learn from the film?
6. Did you like it? Why or why not?
7. Why do you think the filmmaker kept the look and sound of the film very simple? (Why didn't she use any powerful lighting, stock footage of the war, nice costumes, makeup, flashy sets, etc.?) Was it effective?

Students will almost certainly comment on the “low budget” look and feel of the film. This provides a wonderful opportunity for teachers to engage students in a critical media-literacy exercise by affirming that the film is low-budget and then discussing with them why they think that is the case. (For example, perhaps the filmmaker couldn't raise enough interest in – and funding for – a film showing “a child's perspective on the Bosnian war”; perhaps the filmmaker didn't want any flashy production techniques to distract from the subject of the film.) Ask students, if the production of the film had been better, would that have changed their interpretation or impression of the film? Why or why not?

Appendix 5: Adna's Poem about Children (Teacher Resource)

Only you are in our way,
Our way of child sincerity.
Hey, evil people, our lives depend on you.
We are the future, you know it,
So please admit that you were children once
And you all know how it is to be a child.
So we ask you to give us opportunity to have some power.

Appendix 6: Lyrics for “Miss Sarajevo” by U2 (Student Handout)

[Bono]

Is there a time for keeping your distance
A time to turn your eyes away
Is there a time for keeping your head down
For getting on with your day

Is there a time for kohl and lipstick
Is there time for cutting hair
Is there a time for high-street shopping
To find the right dress to wear

Here she comes, heads turn around
Here she comes, to take her crown

Is there a time to run for cover
A time for kiss and tell
Is there a time for different colours
Different names you find hard to spell

Is there a time for first communion
A time for East 17
Is there time to turn to Mecca
Is there time to be a beauty queen

Here she comes, beauty plays the clown
Here she comes, surreal in her crown

[Pavarotti]

Dici che il fiume trova la via al mare
E come il fiume giungerai a me
Oltre i confini e le terre assetate
Dici che come fiume, come fiume
L'amore giungerà, l'amore
E non so più pregare
E nell'amore non so più sperare
E quell'amore non so più aspettare

[English translation]

It's said that a river finds the way to the sea
And like a river, you'll come to me
Beyond the borders and the thirsty lands
You say that like a river, like a river
Love will come, love
And I cannot pray anymore
And I cannot hope in love anymore
And I cannot wait for love anymore

[Bono]

Is there a time for tying ribbons
A time for Christmas trees
Is there a time for laying tables
When the night is set to freeze

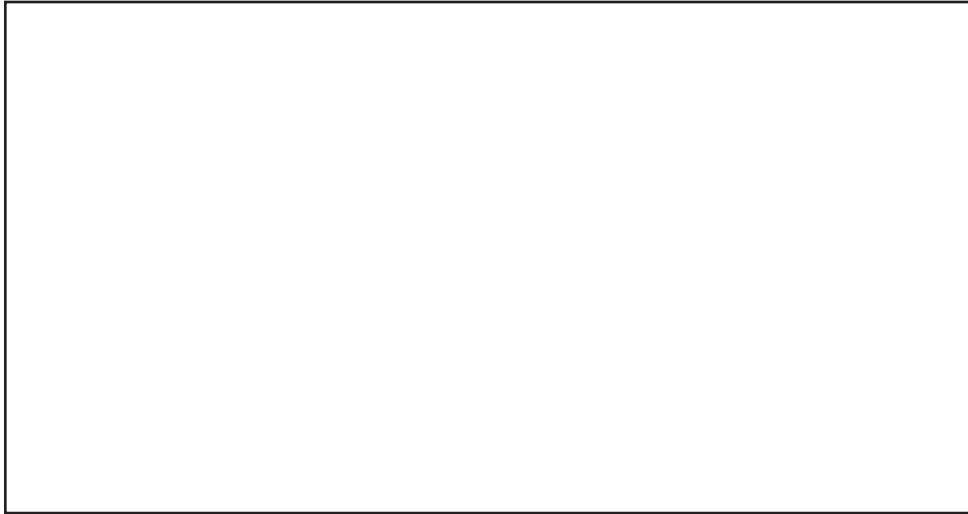
Source: <http://www.u2.com/music/lyrics.php?song=143&list=m>

Glossary:

kohl – a type of black eye makeup;

East 17 – a British pop group that was popular in Europe in the 1990s (during the Bosnian war)

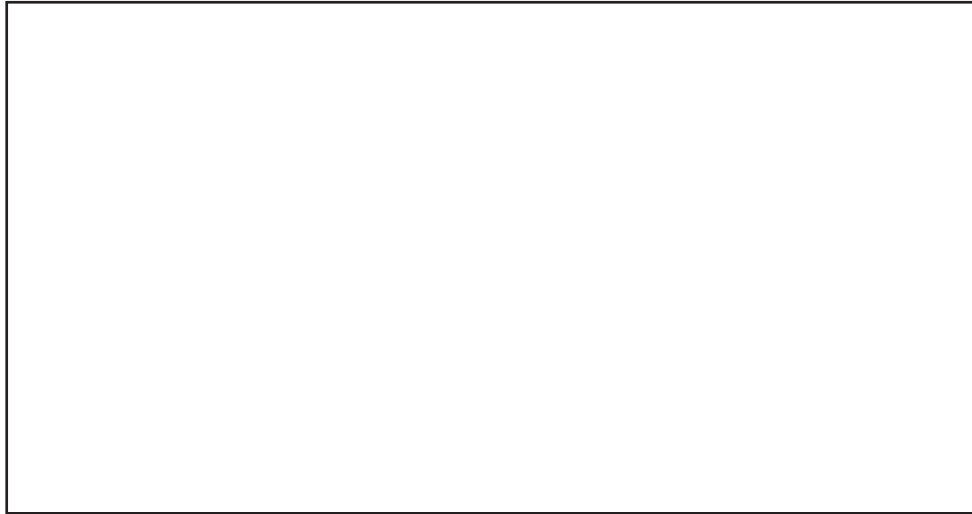
Appendix 7: Storyboard for “Miss Sarajevo” (Student Handout)



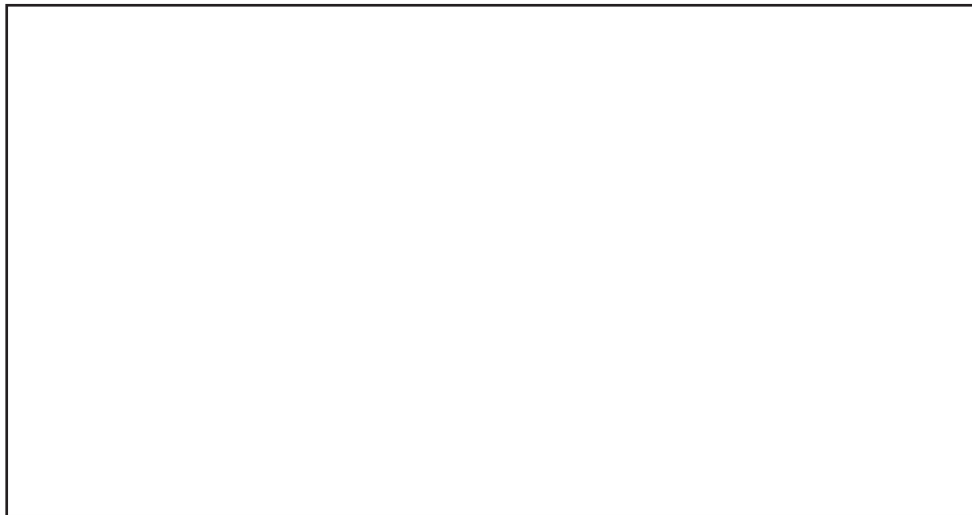
Is there a time for keeping your distance
A time to turn your eyes away
Is there a time for keeping your head down
For getting on with your day



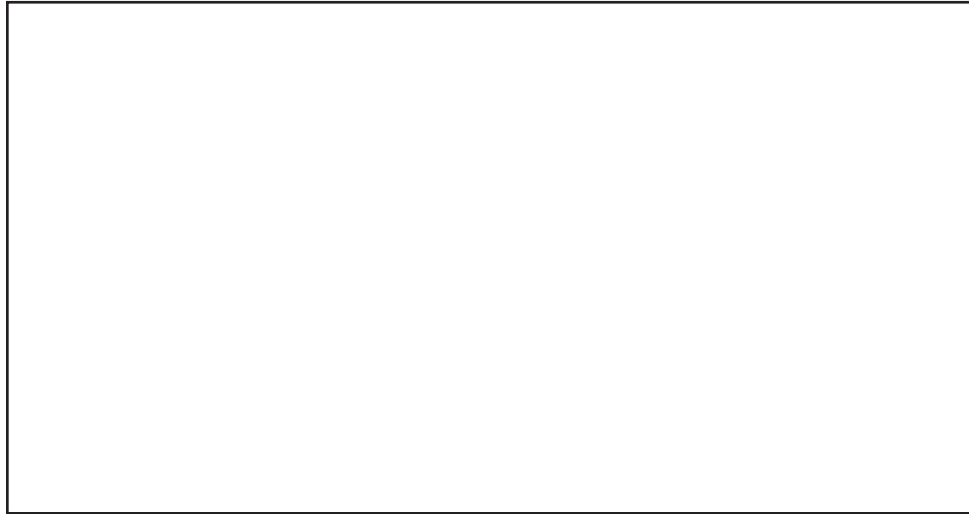
Is there a time for kohl and lipstick
Is there time for cutting hair
Is there a time for high-street shopping
To find the right dress to wear



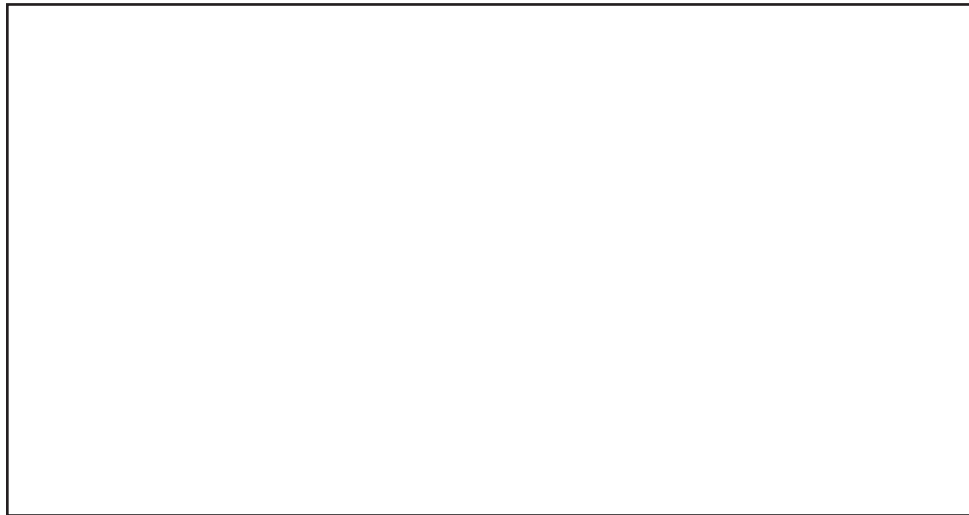
Here she comes, heads turn around
Here she comes, to take her crown



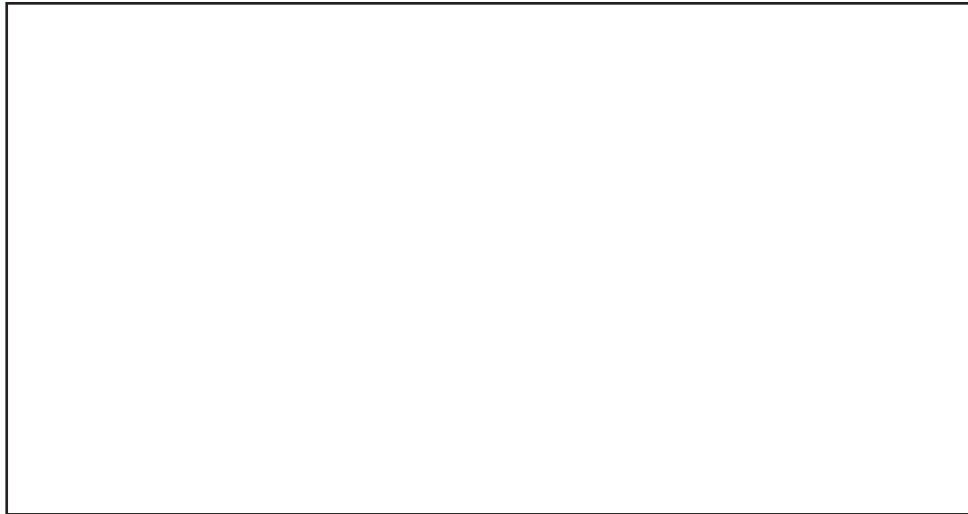
Is there a time to run for cover
A time for kiss and tell
A time for different colours
Different names you find hard to spell



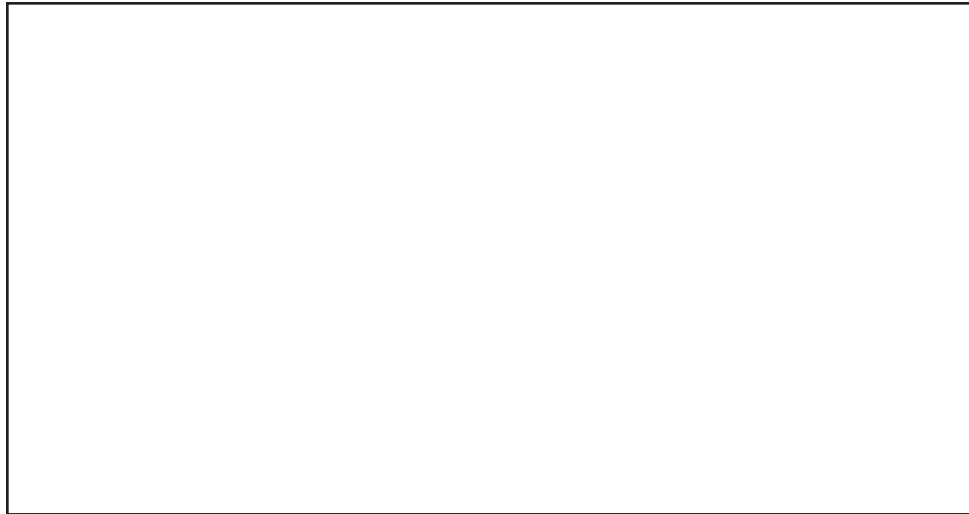
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And I cannot wait for love anymore



Is there a time for tying ribbons
A time for Christmas trees
Is there a time for laying tables
When the night is set to freeze

Currently under construction in downtown Toronto, Bell Lightbox is soon to be the world's leading destination for film lovers. This major new cultural institution on the Canadian and international landscape will be structured around five state-of-the-art cinemas celebrating film from around the world. Bell Lightbox programming will give context to films through innovative cross-media exhibitions, lectures and film-related learning opportunities for all ages. Designed by the innovative architecture firm KPMB, Bell Lightbox's fluid design encourages exploration, movement and play within its soaring atriums.

TIFFG is a charitable, not-for-profit cultural organization whose mission is to transform the way people see the world. Its vision is to lead the world in creative and cultural discovery through the moving image.