



THE FLYING CLASSROOM STUDY GUIDE

From the John VanDuzer Children's Film Collection

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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

THE FLYING CLASSROOM

Country of Origin: Germany

Release Year: 2003

Original Language: German

Director: Tomy Wigand

Runtime: 114 minutes

Themes: Friendship, bullying, rivalry, gangs, teamwork, role models, school, favourite teachers, relationships, family

Grade Recommendation: 5 to 8

Despite being only twelve, Jonathan is already on his sixth boarding school after being expelled from the previous five. As a last resort, Jonathan's adoptive father, "The Captain," is sending him to Leipzig's St. Thomas School, home of a world-renowned boys' choir. Jonathan immediately befriends his four roommates, Martin, Matz, Uli and Sebastian, as well as the rebellious Mona (a day student who belongs to a rival gang). Jonathan's new roommates take him to their secret hideaway – an abandoned train car – where they meet the mysterious stranger, Bob, and find an exciting script called "The Flying Classroom," which they decide to perform at their school's Christmas concert. The boys come to realize the significance of the play when Justus, their favourite teacher, walks in on one of their dress rehearsals and immediately forbids them to perform it. In attempting to understand his strong reaction to "The Flying Classroom," the boys uncover a fascinating story involving Germany's politics during the Cold War and a friendship that was torn apart by civil injustice.

A Note on the Text

Das Fliegende Klassenzimmer, or *The Flying Classroom* (2003), is a modern film adaptation of the German children's novel of the same name by Erich Kästner. Published in 1933, Kästner's original tale focuses on the "war" between students of two rival German schools (the wealthy students of Johann-Sigismund Gymnasium and the middle-class students of the local *Realschule*, or public school) – a prophetic subject considering the Second World War broke out only six years after the book was published. Kästner is well known for using children as protagonists despite his stories really being a social commentary on the behaviour of grown-ups. His motivation for doing so is seemingly to remind his readers that children feel the same range of emotions adults do – only, perhaps, with more intensity – and to remind his adult readers not to dismiss the experiences and perceptions of youth.

In the prologue to the novel (of which the highlighted section below is also used as the prologue to the film), Kästner states:

I took up a children's book ... and began to read it. But I soon had to put it down; it annoyed me so much! And I'll tell you why. The writer tries in his book to make children believe that they are always full of fun and so happy that they hardly know whether they are on their heads or their heels. The hypocritical fellow pretends that childhood is made up exclusively of butter and eggs and pure cane sugar.

How can a grown-up forget his own past so completely that he doesn't know how wretched and unhappy a child can sometimes be? (At this point, I should like to beg you from the bottom of my heart never to forget your own childhood. You promise? Good!)

It is really all the same whether you cry over a broken doll or, in later life, over a lost friend. It makes no difference what causes your unhappiness; what matters is how unhappy you are. Children's tears are, God knows, no smaller and often weigh heavier than the tears of grown-ups. Do not misunderstand me. We don't want to get all sentimental, but we must be honest even if it hurts. Honesty before all things.

For his ability to make children's sorrows and joys relevant and meaningful for adults as well as children, Kästner has been called a "children's advocate." This film adaptation of his text, therefore, is an excellent way for teachers to help students open up about their own personal experiences and perceptions of the world around them.

Although the film's main story focuses on the blossoming friendship of five boys as they combine their talents to put on "the best Christmas play [their] school has ever seen," the rivalry between two gangs of students still remains an important subplot. (The film has even retained the socio-economic clash that exists between the students in the novel by having one gang represent the wealthier boarding-school students and the other gang represent the poorer, local "day kids," who don't board.) Most students will easily relate to the themes of friendship and rivalry, and the exercises in this study guide will assist teachers in helping their students engage in discussions of these themes. The film's other subplots involve a student who is bullied, a student who learns about his parents' pending divorce, and a student who has difficulty fitting in; all of these storylines can also be used as entry points into discussions on these topics.

Teachers are advised, however, that should a student reveal any anecdotal evidence in these discussions to suggest that he or she is subject to any physical, emotional or psychological harm – either at home or at school – that teachers are legally responsible for reporting their suspicion to the school counsellor(s), school administration or Children's Aid.

Curriculum Applicability

The Flying Classroom is relevant to the following Ontario Language Curriculum strands for Grades 5 to 8 and Geography strands for Grade 7.

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.
	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.
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Ways Into the Text

Exercises to engage students in before watching the film

Exercise One: A Thank-You Card

Estimated time to complete exercise:

One hour. This activity should be completed in class, and the students should be responsible for delivering this card to their special person on their own time.

Materials needed:

- One copy of the worksheet supplied in appendix 1 for each student
- One piece of card (or firm coloured paper) for each student
- One envelope for each student
- Markers, colouring pencils, etc.

Justification:

Despite the many subplots in *The Flying Classroom*, the overall message that the viewer is left with is the importance of having nourishing relationships. At several points in the film, the students comment on the value that Justus, the school’s music teacher, brings to their interpretation and understanding of the world. Furthermore, the theme of friendship – notably among the five roommates – strongly permeates the film’s story.

Exercise:

A good opening exercise to help students consider the main themes of the film is to ask them to think of a person who means a lot to them and who makes their life better. It may be a parent, a grandparent, a teacher, a neighbour or their best friend. Ask them to think why that person makes their life better and why they appreciate having that person in their life. Ask the students to complete the worksheet (appendix 1) to help them

structure their thoughts and to then use the material in that worksheet to write, design and construct a thank-you card to that person. It is advised that teachers photocopy the chart onto an overhead to model the assignment for their students. (A sample has been included in appendix 2.)

Exercise Two: The Socio-Political Context of the Film

Estimated time to complete exercise:

One to two hours

Materials needed:

- One copy of appendix 3 for each student
- One copy of appendix 4 on overhead sheets
- One copy of the four zones map of Germany on an overhead sheet (image to be found at http://en.wikipedia.org/wiki/Image:Deutschland_Besatzungszonen_-_1945_1946.svg)
- One copy of East and West Germany during the Cold War (image to be found at <http://images.encarta.msn.com/xrefmedia/aencmed/targets/maps/mhi/00157eea.gif>)
- Overhead projector
- Colouring utensils for students to label map and colour in flag

Justification:

Although the themes (friendship, etc.) in the film are universal and children will relate to them regardless of cultural background, there are a few critical references (regarding Bob and Justus's friendship) to life in Germany during the Cold War. Teachers should therefore provide their students with a quick potted history of twentieth-century Germany before they watch the film.

Exercise:

After students complete the thank-you card exercise, inform them that they are going to watch a film from Germany that addresses the theme of relationships (including teacher-student relationships, parent-child relationships, friendships, etc.). Write the word "GERMANY" on the blackboard and ask the students to brainstorm what they already know about this country.

Hand out copies of the worksheet on Germany (appendix 3). Put the worksheet template (appendix 4) up on the overhead and read with students. Ask students to complete their worksheet while listening to your commentary. Annotate the worksheet as necessary (e.g., show students the Wikipedia map of Germany's four zones and map of East and West Germany during the cold war) to ensure they understand the text. A list of recommended consultative websites are provided on page 13 of this resource guide to assist you.

Working with the Text

Exercises to engage students in during the film

Exercise One: Comprehension Questions

Estimated time to complete exercise:

The duration of the film (114 minutes) plus an extra 15 to 20 minutes to complete the worksheet

Materials needed:

- One copy of the worksheet supplied in appendix 5 for each student

Justification:

The narrative of *The Flying Classroom* is engaging and enjoyable for students. However, teachers should still perform oral checks on the material to ensure that students pick up on the more subtle and implicit aspects of the story.

Exercise:

Distribute question sheets (appendix 5) to the students before the film commences. Read over the questions in advance with the students to ensure that they understand vocabulary, etc. Ask students to complete the worksheet as they watch the film. Once the screening is complete, give the students an extra 15 to 20 minutes to write their answers on the sheet and/or discuss the answers with a partner. Take up the answers with the students. An answer key is provided in appendix 6.

If the film is going to be viewed in segments (e.g., the students watch 35 minutes a day for three days), it is recommended that each day the teacher take up the questions answered during that segment of the film.

Analyzing the Text

Exercises to engage students in after the film

Exercise One: Discussion of the Characters and Relationships in the Film

Estimated time to complete exercise:

30 minutes

Materials needed:

- Paper and writing utensils for students (optional)

Justification:

Erich Kästner wrote his children's novel *The Flying Classroom* to give validation to the experiences and perspectives of youth. This film addresses a number of themes and topics (such as friendship, rivalry, bullying and fitting in), which can be used as entry points into discussions on these subjects. The following two questions are only suggestions as to how the teacher may introduce the discussion, and the teacher may decide to have the students privately express their thoughts and opinions in writing rather than in a public discussion in class.

Exercise:

Tell the students that this movie is based on a children's novel of the same name by Erich Kästner. Inform the students that the author wrote the story to remind both children and adults that sometimes it is difficult being a kid. Ask the students if they have ever felt that a parent, teacher or grown-up has forgotten how tough it is being a kid. Can they give an example of this incident?

Ask students to share with you which character they feel is most like them. (Remind them that gender is not important in this exercise – i.e., the girls don't all have to identify with Mona!) Ask them to justify their response. Ask them to also identify which character they most respected and would have as their role model if they knew this person in real life. Again, ask students to defend their answer.

Exercise Two: Compare the Novel to the Film

Note: The novel is not available in English, but neither teacher nor students need to have read the novel to complete this exercise. All the information needed to compare and contrast is provided on the comparison worksheet.

Estimated time to complete exercise: 30 minutes

Materials needed:

- One copy of the comparison worksheet (appendix 7) for each student

Justification:

“Compare and contrast” exercises are useful to help engage students in analytical and critical thought about why similarities and differences exist between texts.

Exercise:

Remind students that this movie is based on a children’s novel by Erich Kästner. Distribute copies of the comparison worksheet to students and read through some facts about the original novel with them. Ask the students to identify how these facts have been changed in the movie and engage them in a discussion as to why these changes may have been made. An answer key has been provided (appendix 8).

Exercise Three: Find and Tell Your Own Story

Estimated time to complete exercise:

One week for students to find, select and write their stories, one week for students to present their stories in class

Materials needed:

Various materials to be supplied by the students

Justification:

The film *The Flying Classroom* chronicles (in part) five boys' efforts to find the perfect story to stage as part of their school's Christmas show. Once they find a copy of the script "The Flying Classroom," they then deliberate on how to stage the story, deciding to use music and dance.

In the current age of multimedia, it is becoming increasingly important that students be media-literate and aware of the advantages and disadvantages of creating and consuming different media texts. The following assignment is not only a storytelling project but also a primary research exercise, and will help them to think critically about the medium in which they intend to present their stories to their classmates.

Exercise:

This exercise can be done individually or students can work in pairs or small groups.

Ask students to find a story that is interesting to them. It could be a true story that they find in a history book; a fable that is told to them; a story that they hear about or read in the news; or a personal anecdote shared with them by a parent or relative. The story that they find, however, must be new to them and probably their peers (i.e., no retellings of Harry Potter and Dr. Seuss, please!). Students must then think of a creative way to share that story with their peers. Some suggestions include a story with accompanying visuals, a mini-play, a mini-concert, a formal presentation, a puppet show, a movie, a comic strip, a newspaper article, etc. Students should supply a written justification on why they chose the medium they did to present their stories. A sample rubric has been included (appendix 9) to help you assess the project.

Useful Internet Resources

(Accessed June 2008)

History of Germany:

<http://geography.about.com/gi/dynamic/offsite.htm?site=http://www.state.gov/r/pa/ei/bgn/3997.htm>

<http://geography.about.com/library/cia/blcgermany.htm>

<http://en.wikipedia.org/wiki/Germany>

Map of the four occupied zones of Germany, 1945–1949:

http://en.wikipedia.org/wiki/Image:Deutschland_Besatzungszonen_-_1945_1946.svg

Map of West and East Germany, 1949–1990:

<http://images.encarta.msn.com/xrefmedia/aencmed/targets/maps/mhi/00157eea.gif>

Information on *The Flying Classroom* (novel):

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

<http://sadiethepilot.com/sadie/trychap.htm>

Information on *The Flying Classroom* (film):

http://www.german-cinema.de/app/filmarchive/film_view.php?film_id=770

<http://thecamerajournal.blogspot.com/2007/09/flying-classroom.html>

Trailer for *The Flying Classroom*, available for download:

www.bavaria-film-international.de/htmls/bfi/index.php?site=program_trailer&id=49

APPENDIX 1: Thank-You Card Exercise

Student Handout

Instructions:

Think of a person who means a lot to you. It may be a parent, a grandparent, a teacher, a neighbour or your best friend. Why does that person make your life better and why do you appreciate having that person in your life?

Complete the chart below.

Dear <Name of Person> _____	
1. List some words that describe your relationship with this person (i.e., Is this person your best friend, parent, neighbour? How do you spend time together?).	You are my ...
2. Why does this person mean a lot to you?	You mean a lot to me because ...
3. Why are you grateful that this person is in your life?	I am grateful that you are in my life because ...
4. Describe an event involving you and this person that demonstrates how he or she makes your life better.	

Use the information in this chart to construct a thank-you card to show this person your appreciation.

Directions:

1. Accept a piece of card or construction paper from your teacher. Fold the card in half.
2. Refer to the event you described in row four of your chart and draw a picture of it on the front cover of the card.
3. On the inside of the card, write “Dear <Name>,” (don’t forget the comma!) at the top of the page.
4. Using the chart as a template, write three paragraphs to this person explaining why he or she is important to you and why you are sending a thank-you card. Use rows one to three in your chart to structure your paragraphs and use the sentence prompts in each of the rows to open each of your paragraphs.
5. Conclude your message with either “Best wishes,” or “Lots of love,” or a concluding remark of your own (but don’t forget the comma!) and then sign your name.
6. Deliver the card to the person (either by hand or by mail – your teacher will supply envelopes) for homework.

APPENDIX 2: Modelling the Chart

Teacher Resource

Dear <Name of Person> ___ Mom _____	
<p>1. List some words that describe your relationship with this person (i.e., Is this person your best friend, parent, neighbour? How do you spend time together?).</p>	<p>You are my ...</p> <p>mother,</p> <p>friend,</p> <p>role model,</p> <p>hero.</p>
<p>2. Why does this person mean a lot to you?</p>	<p>You mean a lot to me because ...</p> <p>you take care of me when I am sick, you cheer me up when I am feeling sad, you always make sure I have healthy food to eat, and you love me no matter what.</p>
<p>3. Why are you grateful that this person is in your life?</p>	<p>I am grateful that you are in my life because ...</p> <p>you teach by example and you show me what it means to be a good person.</p>
<p>4. Describe an event involving you and this person that demonstrates how he or she makes your life better.</p>	

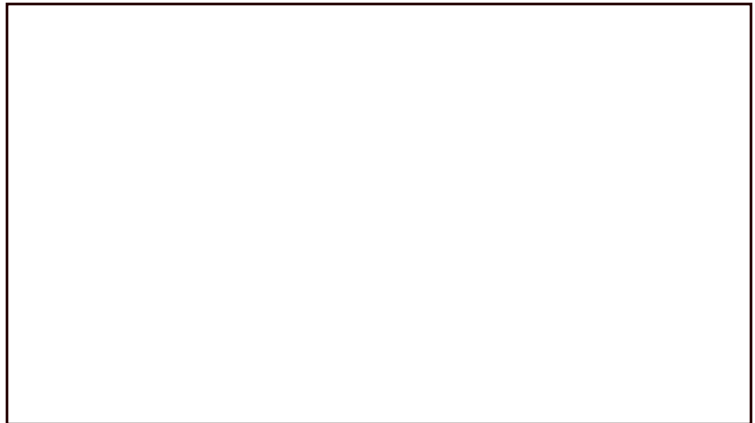
APPENDIX 3: Handout on Germany

Student Handout

Map of Germany:



Flag of Germany:



Quick Fact File:

Capital city: _____

Official language: _____

Currency: _____

Population: _____ (almost _____ times the population of Canada!)

Some phrases in German:

Source: http://www.smartphrase.com/German/ge_general_words_phr.shtml#Greeting

ENGLISH	GERMAN
Good morning	Guten Morgen
Please	Bitte
Thank you	Danke
Have a nice day!	Einen schönen Tag allerseits!
Enjoy the meal!	Guten Appetit!
Good Luck!	Viel Glück!
Father	der Vater
Mother	die Mutter
Child	das Kind
Goodbye	Auf Wiedersehen

Twentieth-Century History:

In 1945, at the end of the Second World War, Germany was divided into ____ different zones. Each zone was controlled by a different country. The four occupying countries were _____, _____, _____ and _____. The United States, Britain and France allied their three zones to form _____ in 1949, but Russia kept its zone, _____, separate. In the years that followed, West Germany enjoyed economic prosperity and political freedom, while East Germany did not. The city of Berlin was located entirely within East Germany but was also occupied and divided into East and West. Many people from _____ tried to escape by crossing over to West Berlin. As a result, the _____ was built in 1961 to prevent people from leaving _____. The Berlin Wall was heavily guarded by soldiers, and many people who were caught trying to _____ the wall were killed. The Berlin Wall not only separated the city but also separated _____ for many years. Finally, in _____ the Berlin Wall was torn down, and one year later the four occupying powers gave up their remaining political control of Germany and granted the country full _____ (i.e., power to rule itself) again. East and West German states were reunited and Germany is now the _____ and one of the most stable countries in _____.

The Berlin Wall coming down:



APPENDIX 4: Overhead on Germany

Teacher Overhead

Map of Germany:

Label (1) Berlin and (2) Leipzig (the location of the school in the film) on your map and sketch the borders of the countries that surround Germany.



Quick Fact File:

Capital city: **BERLIN**

Official language: **GERMAN**

Currency: **THE EURO**

Population: **82,369,548 PEOPLE (July 2008 est.)**

(almost **three** times the population of Canada!)

Flag of Germany: **Draw and colour the flag in the box on your worksheet**

Twentieth-Century History:

In 1945, at the end of the Second World War, Germany was divided into FOUR different zones. Each zone was controlled by a different country. The four occupying countries were THE UNITED STATES, BRITAIN, FRANCE and RUSSIA. The United States, Britain and France allied their three zones to form WEST GERMANY (or the FEDERAL REPUBLIC OF GERMANY) in 1949, but Russia kept its zone, EAST GERMANY (or the GERMAN DEMOCRATIC REPUBLIC), separate. In the years that followed, West Germany enjoyed economic prosperity and political freedom, while East Germany did not. The city of Berlin was located entirely within East Germany but was also occupied and divided into East and West. Many people from EAST GERMANY tried to escape by crossing over to West Berlin. As a result, the BERLIN WALL was built in 1961 to prevent people from leaving EAST GERMANY. The Berlin Wall was heavily guarded by soldiers, and many people who were caught trying to CROSS the wall were killed. The Berlin Wall not only separated the city but also separated FAMILIES for many years. Finally, in 1989 the Berlin Wall was torn down, and one year later, the four occupying powers gave up their remaining political control of Germany and granted the country full SOVEREIGNTY (i.e., power to rule itself) again. East and West German states were reunited and Germany is now the WEALTHIEST and one of the most stable countries in EUROPE.

APPENDIX 5: Comprehension Questions

Student Handout

Please answer the following questions while watching the film *The Flying Classroom*:

1. Why does Jonathan take the dog from the airport?
2. Why does Mona steal the jacket from the mall after her dance rehearsal?
3. Why do the day kids kidnap Kreuzkamm on the day of the concert?
4. How did Jonathan know that Kreuzkamm was locked in the basement?
5. Why does Uli throw down his tray in the cafeteria?
6. What is Bob's job?
7. Jonathan describes himself to Mona as a "foundling." What do you think this means?
8. (a) What does Jonathan give Mona for her birthday? (b) Why does he give her this? (c) What does this gift show us (the viewer) about Jonathan?
9. Why does Uli jump off the roof?
10. Why does Justus not want the boys to perform "The Flying Classroom"?
11. How does Martin feel about his parents' divorce?
12. Why do you think the movie is called *The Flying Classroom*?

APPENDIX 6: Comprehension Questions Answer Key

Teacher Resource

- 1. Why does Jonathan take the dog from the airport?** JONATHAN FEELS SORRY FOR THE DOG BECAUSE HE UNDERSTANDS WHAT IT MEANS TO BE “FORGOTTEN” – THIS LINE SHOWS THE VIEWER HOW JONATHAN FEELS ABOUT HIS ADOPTIVE FATHER SENDING HIM AWAY TO SCHOOL.
- 2. Why does Mona steal the jacket from the mall after her dance rehearsal?** MONA NEEDS THE JACKET TO WEAR FOR HER DANCE RECITAL. SHE STEALS IT FROM THE STORE BECAUSE SHE CAN’T AFFORD TO BUY IT.
- 3. Why do the day kids kidnap Kreuzkamm on the day of the concert?** KREUZKAMM IS CARRYING THE VERY IMPORTANT SHEET MUSIC THAT THE BOYS NEED TO PERFORM AT THE CONCERT. THE DAY KIDS KNOW THAT JUSTUS (THE MUSIC TEACHER) WILL BE UPSET WITH THE CHOIR BOYS IF THEY DON’T PERFORM VERY WELL AT THE CONCERT.
- 4. How did Jonathan know that Kreuzkamm was locked in the basement?** MONA’S MOM TELLS JONATHAN THAT SHE IS IRRITATED BY THE CONSTANT DISRUPTIONS – FIRST KIDS SHOW UP AT HER DOOR LOOKING FOR THE BASEMENT KEY, THEN KIDS SHOW UP AT HER DOOR ASKING FOR MONA. JONATHAN REALIZES THAT THE DAY KIDS MUST HAVE NEEDED THE BASEMENT KEY TO LOCK KREUZKAMM UP IN THE BASEMENT.
- 5. Why does Uli throw down his tray in the cafeteria?** ULI IS TIRED OF BEING TEASED FOR BEING A WIMP. WHEN HE GOES TO THE CAFETERIA TO MAKE THE ANNOUNCEMENT OF HIS INTENTION TO COMMIT AN ACT OF BRAVADO, NONE OF THE OTHER KIDS LISTENS TO HIM. HE THROWS DOWN HIS TRAY TO GET ATTENTION.
- 6. What is Bob’s job?** HE IS A DOCTOR FOR DOCTORS WITHOUT BORDERS. Teachers may choose to use this opportunity to explain to students what Doctors Without Borders is.
- 7. Jonathan describes himself to Mona as a “foundling.” What do you think this means?** JONATHAN WAS “FOUND” AS A BABY – HE DOESN’T KNOW WHO HIS REAL PARENTS ARE OR EVEN HOW OLD HE IS.

8. **(a) What does Jonathan give Mona for her birthday? (b) Why does he give her this? (c) What does this gift show us (the viewer) about Jonathan?**
(A) JONATHAN GIVES MONA HER DANCE RECITAL OUTFIT. (B) HE KNOWS SHE WAS ALMOST CAUGHT STEALING THE OUTFIT AT THE MALL (HE HELPED HER TO ESCAPE), AND HE KNOWS THAT HER FAMILY CANNOT AFFORD TO BUY HER THIS OUTFIT. (C) IT SHOWS US THAT JONATHAN IS OBSERVANT, KIND, CONSIDERATE, SENSITIVE, GENEROUS, etc.
9. **Why does Uli jump off the roof?** ULI JUMPS OFF THE ROOF BECAUSE HE IS TIRED OF HIS REPUTATION FOR BEING A COWARD. ULI'S BEST FRIEND, MATZ, ENCOURAGES ULI TO DO SOMETHING TO PROVE HIS BRAVERY, SO ULI DECIDES TO PERFORM THIS STUNT. Teachers may use this opportunity to engage students in a discussion of bullying, of how hurtful unkind words can be, etc.
10. **Why does Justus not want the boys to perform "The Flying Classroom"?**
"THE FLYING CLASSROOM" WAS A PLAY THAT JUSTUS WROTE WITH HIS BEST FRIEND, BOB, WHILE THEY WERE AT HIGH SCHOOL TOGETHER. BOB RAN AWAY FROM SCHOOL DURING THE COLD WAR AND JUSTUS HASN'T SEEN HIM SINCE. DURING THE COLD WAR (WHEN GERMANY WAS DIVIDED INTO EAST AND WEST STATES), PEOPLE WERE NOT ALLOWED TO ESCAPE EAST GERMANY, SO WHEN BOB RAN AWAY, JUSTUS GOT KICKED OUT OF SCHOOL BECAUSE HE WAS ACCUSED OF HELPING BOB TO ESCAPE. JUSTUS DOES NOT LIKE THE PLAY AS IT REMINDS HIM OF HIS LONG-LOST FRIEND. Teachers should remind students of the worksheet they completed before watching the film about Germany's history during the Cold War, and explain the significance of this era in history to Justus's and Bob's relationship.
11. **How does Martin feel about his parents' divorce?** MARTIN FEELS ANGRY AND LET-DOWN ABOUT HIS PARENTS' DIVORCE.
12. **Why do you think the movie is called *The Flying Classroom*?** THE WORD "FLYING" IMPLIES EXPLORATION, TRAVEL AND DISCOVERY – ALL THE THINGS THAT JUSTUS BRINGS TO THE BOYS' LIVES. "THE FLYING CLASSROOM" IS JUSTUS'S CLASSROOM AS HE MAKES LEARNING COME ALIVE.

APPENDIX 7: Comparison Worksheet

Student Handout

Read the following facts about the original novel, *The Flying Classroom*, in the left-hand column of this table. In the right-hand column, write how these facts are different in the film.

The Novel	The Film
The novel is set in Germany just before the Second World War.	
There are no girls in the school.	
Justus's old best friend smokes and is called Nichtraucher (in German this translates to "non-smoker").	
The character of Sebastian Kreuzkamm is not the son of the principal and does not have many friends.	

Question: Why do you think the filmmakers decided to make the changes to the novel?

Setting – _____

Girls – _____

Bob – _____

Kreuzkamm – _____

APPENDIX 8: Comparison Answer Key

Teacher Resource

The Novel	The Film
The novel is set in Germany just before the Second World War.	THE FILM IS SET IN PRESENT-DAY GERMANY.
There are no girls in the school.	THERE ARE GIRLS WHO ATTEND THE DAY SCHOOL.
Justus's old best friend smokes and is called Nichtraucher (in German this translates to "non-smoker").	JUSTUS'S BEST FRIEND IS CALLED BOB, AND HE DOES NOT SMOKE.
The character of Sebastian Kreuzkamm is not the son of the principal and does not have many friends.	SEBASTIAN KREUZKAMM IS THE SON OF THE PRINCIPAL AND IS GOOD FRIENDS WITH HIS FOUR ROOMMATES.

Question: Why do you think the filmmakers decided to make the changes to the novel?

Setting – TO MAKE THE STORY MORE RELEVANT TO THE FILM'S VIEWERS.

Girls – TO MAKE THE SCHOOL (AND STORY) MORE INCLUSIVE.

Bob – SMOKING IS NOW KNOWN TO BE BAD FOR PEOPLE'S HEALTH, AND BOB (A DOCTOR) SHOULD PROBABLY NOT BE SEEN ENCOURAGING IT.

Kreuzkamm – BY MAKING SEBASTIAN THE PRINCIPAL'S SON, THE STORY BECOMES MORE HUMOROUS; ALSO, IN MAKING HIM POPULAR, THE FILM SETS A GOOD EXAMPLE BY SHOWING HOW EVERYONE SHOULD HAVE FRIENDS AND BE ACCEPTED FOR WHO THEY ARE (SEBASTIAN IS TEASED IN THE NOVEL FOR BEING A SCIENCE GEEK).

APPENDIX 9: Rubric to Evaluate Storytelling Project

Teacher Resource

Source: <http://rubistar.4teachers.org/index.php?screen=NewRubric&module=Rubistar>

Storytelling Project: *The Flying Classroom*

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Story	The storyteller knows the story well and has been careful to select a unique story that is interesting for his/her peers.	The storyteller knows the story pretty well and has put some effort into selecting a unique story that is interesting for his/her peers.	The storyteller knows some of the story, and has put a little effort into selecting a unique story that is interesting for his/her peers.	The storyteller does not know the story very well and has put very little effort into selecting a unique story that is interesting for his/her peers.
Setting	Lots of vivid, descriptive words are used to tell the audience when and where the story takes place.	Some vivid, descriptive words are used to tell the audience when and where the story takes place.	The audience can figure out when and where the story took place, but there isn't much detail (e.g., once upon a time in a land far, far away).	The audience has trouble telling when and where the story takes place.
Characters	The main characters are named and clearly described (through words and/or actions). The audience knows and can describe what the characters look like and how they typically behave.	The main characters are named and described (through words and/or actions). The audience has a fairly good idea of what the characters look like.	The main characters are named. The audience knows very little about the main characters.	It is hard to tell who the main characters are.
Problem	It is very easy for the audience to understand what problem the main characters face and why it is a problem.	It is fairly easy for the audience to understand what problem the main characters face and why it is a problem.	It is fairly easy for the audience to understand what problem the main characters face, but it is not clear why it is a problem.	It is not clear what problem the main characters face.

CATEGORY	4	3	2	1
Connections/ Transitions	Connections between events, ideas and feelings in the story are creative, clearly expressed and appropriate.	Connections between events, ideas and feelings in the story are clearly expressed and appropriate.	Connections between events, ideas and feelings in the story are sometimes hard to figure out. More detail or better transitions are needed.	The story seems very disconnected and it is very difficult to figure out the story.
Duration	The storytelling lasts 5 to 7 minutes.	The storytelling lasts 4 or 8 minutes.	The storytelling lasts 3 or 9 minutes.	The storytelling lasts less than 3 minutes or more than 9 minutes.
Medium	The student has chosen a medium that is highly suitable for the story and is engaging for his/her peers. The student has clearly invested a great deal of effort into this project.	The student has chosen a medium that is very suitable for the story and is engaging for his/her peers. The student has clearly invested a lot of effort into this project.	The student has chosen a medium that is suitable for the story and is reasonably engaging for his/her peers. The student has clearly invested some effort into this project.	The student has chosen a medium that is not very suitable for the story and is not very engaging for his/her peers. The student has clearly not invested much effort in this project.
Written Justification	The student submits a thorough and carefully considered written justification for the project. The justification is well written and there are no grammatical and spelling errors.	The student submits a reasonably thorough and considered written justification for the project. The justification is well written and there are few grammatical and spelling errors.	The student submits a written justification for the project that shows a little consideration. The justification contains several grammatical and spelling errors.	The student submits a written justification for the project that shows very little consideration. The justification contains many grammatical and spelling errors.

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.