

Worksheet 1

Individual work

Look at the different pictures.
Describe both of the boys. Fill in the table!

Photo 1	Photo 2
Appearance: What comes to mind is ...	Appearance: What comes to mind is ...
Character: I expect him to be ...	Character: I expect him to be ...

Which of the two boys do you like so much that you would like to get to know him better? Why?

Photo 1



Photo 2



Work in the plenary classroom

The name of the boy on the first photo is Martin, the boy on the second photo is called Kevin.

The teacher prints both pictures in a large format and hangs them on the wall. The teacher hands out small slips of paper. Each pupil should write one trait, per slip of paper, for each boy. The slips of paper are pinned to the pictures on the wall.

Group compositions:

Those pupils who want to be friends with the person on the first photo, form one or two groups as per the teacher's instructions.

Those pupils who want to be friends with the person on the second picture, form one or two groups as per the teacher's instructions.

Group work:

Each group first discusses together their reasons for choosing the boy, they chose, on the photo.

Lastly, each group will present in the plenary class group, the general conclusion they reached.

Worksheet 2

Our friend Martin looks / Kevin looks:

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

He has the following traits:

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

We want to be friends with him, because

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

Worksheet 3

Individual work

Working with the film sequence

1st option: DVD (3.33 – 5.28 minutes)

2nd option: Film sequence 1 (<http://www.casperworld.com/filme-2.html>)

Watch the film sequence!

What is happening in this film sequence?

Martin	Kevin
<p>What is he doing? He is ...</p> <p>What is he saying? He is saying that he ...</p>	<p>What is he doing? He is ...</p> <p>What is he saying? He is saying that he ...</p>
<p>I liked that. (why?)</p>	<p>I liked that. (why?)</p>
<p>I did not like that (why?)</p>	<p>I did not like that (why?)</p>

Working in the plenary classroom or in groups

The teacher draws the attention of the pupils in the groups to the personality traits that are pinned next to the photos. The teacher hands out to the pupils, slips of papers in a variety of colours. The pupils have the possibility of writing additional traits on the slips of paper and pinning them onto the wall.

This step should be explained. It gives the children the opportunity, before they exchange the slips of paper provided, of changing their minds after they have seen the movie. Their new position should then be justified during the plenary session.

Final discussion to draw conclusions

The teacher moderates this discussion aimed at formulating some conclusions.