

## LIGHT FOR THE WORLD

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### **BODY AND SOUL**

Educational materials for ages 14+

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## Introduction / preface

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The film “Body and Soul” is especially suitable for adults and young people from the age of 14 as well as for students in upper secondary education in areas such as character building and social skills (and in similar subjects dealing with personality development), ethics, religion, civics, history, geography and economics. The film, with its real characters Victória, Mariana and Vasco, very deeply touches adolescent and adult viewers and gives an impressive testimony about people with disabilities in Mozambique who for the most part manage their lives by themselves.

The original language of Portuguese, formerly the colonial language and now the official language, is a positive and the subtitles are easy to understand. In the film, the term “disabled person/man/woman/child” is often used. LIGHT FOR THE WORLD, like many others, prefers to put the person first and use the term “person/man/woman/child with disabilities”. The most important point when it comes to terminology is to ask persons with disabilities what their own preference is.

The film addresses a wide range of topics:

- Women's/human rights
- Being different/being okay/developing courage/personality development
- Disability and poverty → living with a disability in materially poor countries → additional development cooperation (e.g. with a case study of a LIGHT FOR THE WORLD project), students should identify barriers and find possibilities for inclusion
- Self-confidence of people with disabilities/marginalised people
- Global learning, global education
- Working
- Inclusion (via sport/dance):  
different models of inclusion (medical vs. human rights based approach)



**Mariana uses her wheelchair to get around Maputo, her hometown and capital of Mozambique. The streets of Maputo are often not barrier-free.**

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The following competencies/learning objectives will be gained:

- The target groups/students/participants learn about aspects of life of people with disabilities in materially poor countries using the example of Mozambique; they can analyse the situation of people with disabilities, draw a comparison to Austria and give their personal view on it.
- The participants learn to deal with women's rights and human rights, especially with the rights of women with disabilities (double exclusion).
- The participants can describe possible ways in which people with disabilities in Mozambique fight for their rights and for recognition in their society.
- The participants deal with the implementation of rights of people with disabilities in Mozambique and Austria and learn to analyse the processes involved.
- The participants can think about their personal opportunities for action concerning the rights and recognition of people with disabilities in their own society.

Since the staff working with this teaching material will themselves have very different personalities, the methods for working with this film are also very diverse. The teaching staff are invited to offer two or three methods, with the most suitable being chosen for the respective group.

We are looking forward to your suggestions and further development of our methods. We wish you lots of creativity in your work.

**Your LIGHT FOR THE WORLD Team**

**Additional background information:**

Information on the LIGHT FOR THE WORLD organisation: [www.light-for-the-world.org](http://www.light-for-the-world.org)

Information on the End Exclusion project: [www.endexclusion.eu](http://www.endexclusion.eu)

UN Convention on the Rights of Persons with Disabilities:

[www.un.org/disabilities/default.asp?id=259](http://www.un.org/disabilities/default.asp?id=259)

The World Report on Disability (summary):

[http://whqlibdoc.who.int/hq/2011/WHO\\_NMH\\_VIP\\_11.01\\_eng.pdf](http://whqlibdoc.who.int/hq/2011/WHO_NMH_VIP_11.01_eng.pdf)

Information on Mozambique (general information on the country, historical and political background):

[www.light-for-the-world.org/Mozambique.html](http://www.light-for-the-world.org/Mozambique.html)

[www.light-for-the-world.org/fileadmin/content/files/ActivityReport12\\_13.pdf](http://www.light-for-the-world.org/fileadmin/content/files/ActivityReport12_13.pdf)

# I. Proposals for preparing to watch the film “Body and Soul”

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## 1 Two initial exercises

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**Target group:** ages 14 years and up

**Duration:** approx. 5–10 minutes

**Required:** blindfold (one per participant),  
a room that can be darkened (optional)

**A.** — The following exercise is widely known, has been frequently tested and can be carried out in various ways (three, in this case). It is a good exercise to raise awareness about and better prepare for the film “Body and Soul”:

Each participant receives a blindfold which is completely opaque and puts it on in a way that he/she cannot see anything. Then all participants scatter in the empty room (the room can also be darkened).

1. On command, all participants start to walk and try to make their way through the room without touching anybody.
2. The walking speed during “blindness” can be varied, i.e. reduced and/or increased.
3. The participants try to touch as many other persons as possible.

Then the participants form small groups of 4–5 people and analyse what they have just experienced by answering the following questions:

- How did it feel to be “blind”?
- How difficult was it not to touch anybody?
- What were the differences between walking slowly and quickly?
- How difficult/easy was it to touch as many others as possible?
- What was most striking, what feelings came up?

If there is enough free time and interest remaining, the small groups can present their results to the larger group (respect voluntary participation).

**B. —** For residents of larger communities:

The participants get a homework assignment before they watch the film together. For one afternoon they should position and hold one arm to their stomach or put it in a sling to secure it close to the body. They should then put on a loose T-shirt with one sleeve dangling in the air so as to give the impression that they have only one arm. Then the participants go outside, go shopping, pass by other people in the street, use public transport, etc. Back home, the following questions should be answered:

- How did I feel having “only one arm” for an entire afternoon?
- How was I looked at/perceived by other people? Did anybody try to help me or offer me a seat? Did anybody look at me oddly or laugh at me?
- What did I experience that was completely unexpected?

On the next day the participants share and analyse their experiences. Afterwards they watch the film “Body and Soul” together.



**Mariana and Victória  
while cooking  
(stamping Cassava)**

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## 2 About “disability” and exclusion

**Target group:** ages 14 years and up

**Duration:** “Disability” approx. 30–50 minutes (max. one teaching unit)  
“Exclusion” approx. 20 minutes

**Required:** paper and pens

### Exercise 1 – “Disability”

Each participant receives a piece of paper and writes about the following:

What would be painfully embarrassing or constitute an absolute catastrophe for me, e.g. if I had to be in public in a certain way/outfit such as tattered clothes (blouse, shirt, trousers), with a visible spot on my clothes, with unwashed clothes, with a special type of shoes, etc.

#### Joint analysis/discussion:

- How could that feel? How would I feel?
- How are people around me likely to behave?
- In which way would it be similar to what people with disabilities feel when in public (for example that they are stared at, avoided, etc.)
- Have I ever experienced a situation where I was excluded or where I excluded others? (This question requires sensitive handling – ensure voluntary participation!)

— *Alternatively, for groups whose members know each other well and who seem able to cope, the following exercise can be suggested: The teaching person/facilitator asks the participants to come to school/into the group the next day in the embarrassing way they described. Participants are invited to stay like that the entire morning. At the end of the exercise or on the next day the following questions should be analysed:*

- *How does/did that feel?*
- *What does that have to do with disability/people with disabilities?*
- *Have I ever experienced a situation, where I was excluded or where I excluded others?*

## **Exercise 2 – “Exclusion”**

At the beginning of the lesson the teaching person/facilitator hands out small chocolates (or something similar) to the participants, but not to those who wear glasses (or have blue eyes, blond hair, don't wear jeans or wear a skirt, etc.). All comments are ignored. The lesson continues as usual.

Shortly before the end of the teaching unit (approx. 10 minutes) the following are analysed:

- How did the participants who did not receive anything feel?
- How did the participants who received something feel?
- How did we react to the situation?
- Have I experienced similar situations in my life?

During the next lesson, the participants watch the film together.

## **Exercise 3 – “Exclusion”**

This is an exercise for groups whose participants speak different languages.

The participants split up in small groups by the different languages which only they speak, e.g. Turkish speaking group, Serbian/Croatian speaking group, Bosnian speaking group, Hungarian speaking group, Slovak speaking group, French speaking group, etc. A person who does not speak the respective language joins each group. The group members talk in their common language and occasionally mention the name of the person who does not understand their language. After about five minutes the exercise is stopped. Those participants who did not understand the language talk about their feelings first:

- How did I feel? How did I behave?
- Which positive and negative feelings did I experience?
- How did I react?
- What would I have liked to tell them?
- In which position was I?

Then the group members who talked share their impressions:

- How did we feel?
- What was funny, what was disturbing? Why?
- How did we feel towards the person who could not understand our language?

Afterwards, the participants reflect on where such situations happen, how they could turn out positively and what desires and rules would have to be formulated to make that happen.

### 3 Disambiguation and analysis of “Disability”

**Target group:** generally for ages 14 years and up;  
follow-up for ages 16 years and up (one additional teaching unit)

**Duration:** depending on the interest of participants in debating – approx. 30–50 minutes  
(max. one teaching unit)

**Required:** note cards, paper, pens, bulletin board, questions, flip chart (optional),  
copies (see master copy, pages 10–11)

Each participant writes the word DISABILITY in big letters in the centre of a piece of paper.

The following three tasks are formulated:

1. What comes to my mind spontaneously when I hear the word DISABILITY?  
What statements do we hear in the context of DISABILITY?  
→ all associations are written on the paper
2. Which pictures arise in my head with regard to DISABILITY?  
→ all pictures are drawn on the paper
3. In which situations do I face DISABILITY?  
When, in what ways and by whom am I (sometimes) disabled?  
→ minor incidents, situations, experiences are written down

The results are discussed in pairs; each pair tries to find similarities and differences and writes each of them on a card. Together the participants try to find a definition of “disability” and write it on a piece of paper. Each pair presents the similarities, differences and the definition to the larger group. The participants together sort the cards (e.g. according to criteria such as “medical”, “social”, “special needs”, “standing in society”, etc.) and stick them on a bulletin board.

Afterwards, the following themes are discussed:

- Who is disabled?
- In which context do we talk about people with disabilities? When, how and why do we use the word “disabled” in everyday life? Why do we use “disabled people”/“people with disabilities” instead of “the disabled” nowadays? Why should we pay special attention to this difference?
- When, in which situations, where and how are people disabled and excluded?
- Which intentions and needs lie behind this?
- How do I feel when people around me are disabled and how do I react to it?
- How do we react to people with disabilities being excluded?  
Which examples do we know of?  
Where have we experienced such a situation?

The most important results can be written on a blackboard or flip chart. The rights of people with disabilities in your country and the UN Convention can be researched on the Internet and discussed.

In another teaching unit, the participants watch the film together (one teaching unit).

## Follow-up for older participants:

The participants work in small groups of 4 or 5. Each participant receives a copy of the approaches to dealing with people with disabilities in society (see master copy below), reads through it carefully and discusses the following in their group:

- What do we notice about the three approaches?
- Which approach would we personally prefer and why?
- Which approach would people with disabilities prefer and why?
- What does the inclusion approach mean? Do we know of examples of it from our social environment?

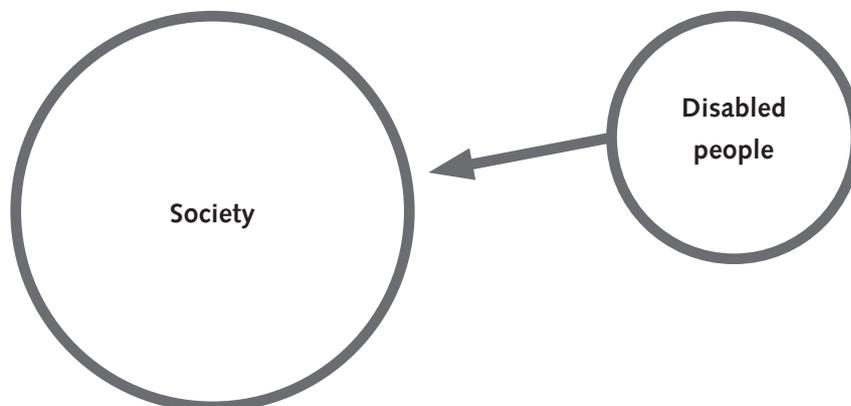
The results are presented to the larger group and discussed.

Afterwards, the participants look up the definition of disability on the Internet  
→ further aspects and definitions that can be discussed may be found.

## Master copy:

### Approaches to dealing with people with disabilities in society<sup>1</sup>

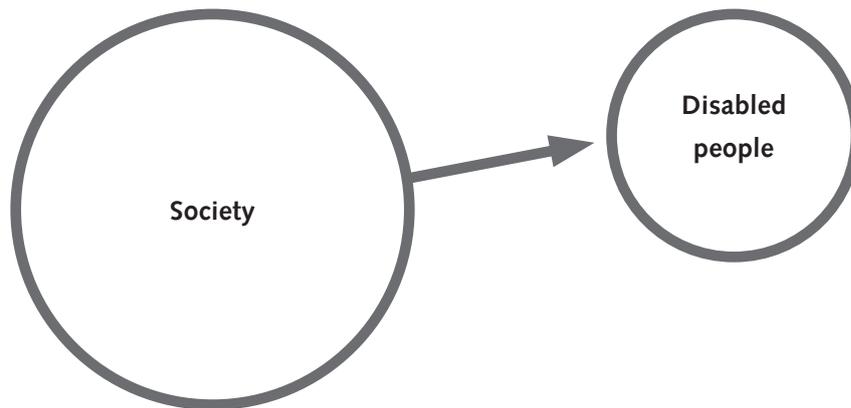
#### 1. Medical approach:



Short explanation: In this approach, the disability is considered a problem in the person; the disabled person is considered “sick” and is thus not able to join “normal” society. It is a traditional understanding of disability, segregating disabled people from the mainstream of society. The disability is considered a kind of sickness that must be cured or alleviated by different means (e.g. wheelchair and other medical equipment, medicines, etc.) in order to enable the disabled person to participate, at least partially, in society.

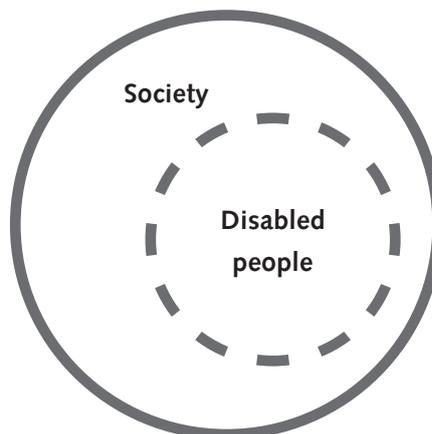
.....  
<sup>1</sup> Summarised from the handout in: Sue Coe, Lorraine Wapling (2010): Travelling together. How to include disabled people on the main road of development. Ed.: World Vision UK, 37ff.

## 2. Charity approach:



Short explanation: In this approach, society must help the disabled people who would otherwise be helpless and outside society. Disabled people are considered “dependent”, “helpless” and “unfortunate” people who without question need the support of “normal” society. Disabled people are not regarded as full members of society but as persons dependent on charity and support who are viewed as a separate group and kept so by society.

## 3. Inclusive approach:



Short explanation: This approach regards disabled people as part of society. The disabled people are not the problem – society is, as it does not consider them as being a part of it. In this model, disabled people have the same rights as all other members of society. All types of barriers, e.g. in their personal social environment and also structural barriers, must be identified and removed.

## II. Proposals for in-depth work on the film “Body and Soul”

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### 1 Working with quotations and feelings

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**Target group:** ages 14 years and up

**Duration:** approx. 100 minutes (max. two teaching units)

**Required:** film,  
master copy with quotations from the film,  
pens

The participants watch the film together (55 minutes).

Each participant receives a copy of the worksheet (see below), carefully reads the quotations he/she has heard in the film and writes down his/her own opinion and personal experience:

- What is my opinion?
- On which occasions have I experienced something similar?
- Which opinions am I familiar with from my personal environment? (10 minutes)

Then the participants split up into small groups and discuss the quotations and their own comments (25 minutes).

Afterwards, the results of the group discussions are written in the right column and presented to the larger group (10 minutes).



**Mariana**

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**Victória**

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**Vasco**

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## Statements/quotations

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### **Maria Domingos Tembe, called Mariana:**

"I suffer humiliation in the street, in the bus, at the shops. Sometimes when I go into a shop to buy something, the person serving asks me to leave, because she perhaps thinks I'm going to beg for money. Sometimes people feel pity for me, I hear them saying 'poor wretch...' Wretched, me! I'm trying to win, and people say I'm a poor wretch. Why? I'm trying to overcome this, do you understand, as best as I can. I'd rather hear 'Wow! How good! Wow! How marvellous!' I don't like people feeling pity for me. When somebody feels sorry for me, I have those thoughts again. I look at myself and think 'Ah, I'm this!' It doesn't do me any good."

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### **Maria Domingos Tembe, called Mariana:**

"At each moment, every minute, every hour, every second, I am struggling. I cannot be downcast just because I'm disabled. When I open my eyes and get out of bed I think 'Hey! Another day!' ... I have to face this with a lot of strength, energy and determination. For example, every day I have to catch the bus. Every day! There are days when I leave the house, go to the bus stop and wait for hours. ... There are people who get disgusted when they see a disabled person in the bus. Maybe they think that disability can be transmitted."

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### **Victória:**

"Our position, our presentation to society is very important for how people will regard us. If I present myself badly, they will receive me badly. But if I present myself with my head held high, as a person, they will receive me as a person. If I'm feeling personally insecure I don't have confidence in myself and then I don't trust in others. I don't know how others will regard me and so I stay in my corner, in my closed world, without openness, without information, without knowledge and with my fears. Although we think it's other people who have preconceptions about us, we also have preconceptions about society. We're afraid of society. We start thinking 'They'll say I'm disabled, they'll say that I'm taking up space in the bus.'"

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What is my personal opinion?  
What do I feel about the statements?  
What is my personal experience?  
(in keywords)

**Results from the group discussion**

Mariana first quote

Mariana second quote

Victória

## Statements/quotations

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### **Vasco Ernesto Covane:**

“Obviously I have problems, but it's the conditions that hinder me. ...  
I know that if I don't work, nobody will give me what I need. ...  
I can also do things, because I have confidence in myself. ...  
A disabled person must have the courage not to take harsh words to heart.”

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### **Maria Domingos Tembe, called Mariana:**

“I like difficult things. I think these day-to-day challenges I face make me strong and also the tenderness that people have for me. I am strong thanks to the people around me and... thanks to the prejudices! When people spoke ill of me or humiliated me, I used to weep, but a time came when I told myself 'Now I shan't weep any more. Now I'll hear this, and it will go in one ear and come out the other.'”

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### **Victória at university:**

“There are those people who have never lived with anybody who is disabled, so when they see a disabled person in a classroom, they don't know how to deal with her. I felt a little reticence or reluctance from people, of the sort 'we don't know how to deal with Victória who is different from us; she's disabled'. At the start, I felt a little fear in people. But later my colleagues saw that really there's no difference. They saw that Victória is the same. She's a person, perhaps with one arm less or with more or less of something, and they adapted. Now we're a group of colleagues and we treat each other normally.”

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### **Maria Domingos Tembe, called Mariana:**

“When it comes to love, it got worse because I think I don't value myself. However much somebody deceives me, I shouldn't feel bad and think he betrayed me because I'm disabled.”

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### **Mariana's friend:**

“I saw Mariana but I never had the courage to approach her because of her condition. I used to think 'How can I be with Mariana when she's different' 'How can I go to the beach with her?' 'How can we go out to stroll?' I used to think 'What will people think of me, if I'm her friend?' I'm not ashamed of saying so!”

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What is my personal opinion?  
What do I feel about the statements?  
What is my personal experience?  
(in keywords)

**Results of the group discussion**

Vasco Ernesto Covane

Mariana third quote

Victória at university

Mariana  
fourth quote

Mariana's friend

## 2 Disability — (women's) rights — social recognition — social situation — education

**Target group:** ages 16 years and up

**Duration:** 100–150 minutes (two or three teaching units)

**Required:** master copies, paper, pens, poster paper

The participants watch the film together (55 minutes).

Four small groups are formed. Each group receives a quotation from the film and associated questions (see master copy below). The questions should be answered comprehensively and converted into a poster, e.g. an advertising poster for the concerns of women with disabilities. The poster is then presented to the larger group and hung up in the room (approx. 35 minutes). Then all participants discuss the following questions:

- In which way is education important (for disabled people)?
- How important is education for disabled women?  
→ What was shown in the film in this respect?  
Why do Victória and Mariana attend university/college?
- Why are disabled people in materially poorer countries often not sent to school?  
(Mariana's father talks about that.) What is the situation here?

Afterwards, for participants aged 18 years and older (50 minutes):

Each participant receives a maximum of three cards on which he/she writes his/her most urgent wishes for the social recognition of disabled women that should be mandatory on a worldwide level. Each participant presents the cards' contents as a quasi-case for the rights of women with disabilities and sticks the cards on a bulletin board. (If there are too many participants, they can also be split into two groups.) The cards are sorted and according to the frequency of the wishes, a "catalogue" for the recognition of disabled women is created. The participants should think about what they could do themselves to fight for more recognition of disabled women in their own society.

Master copy: Exercise in small groups

## Group 1:

**Film quotation:** Victória about her mentor Angela:

“She taught me that in order to be respected, we must first show respect. She told me that because of my physical condition, I would hear a lot of things in the street. She told me ‘You have to be yourself, and despite your physical condition, you’re not different from anybody else.’ Ms Filomena continued the spiritual and emotional teaching. She taught me that things don’t come to you if you’re empty handed, they don’t drop from the sky. She taught me that you have to struggle. And I’m no exception.”

- Questions:**
- What does “self-respect” mean?
  - Why is it important for us as human beings to respect ourselves?
  - What do we need so that we can be ourselves, so that I can be myself?
  - Why is the person who respects him/herself respected by others?

## Group 2:

**Film quotation:** During the rehearsals for the fashion show, Victória teaches the others to have a confident facial expression and a confident appearance: “With this fashion show, we want to show the female beauty that exists within disabled women. It’s a way of helping the women to build themselves, to value themselves. Just because a woman is in a wheelchair doesn’t mean that she stops being a woman. We also want to make society aware that we exist and that we have skills just as other people have. That’s what you haven’t yet discovered.”

- Questions:**
- Why is it so important for the disabled women to show their beauty (in the fashion show)?
  - Why are women who use wheelchairs often denied their womanhood?
  - How do we react to seeing disabled women in a fashion show?
  - What would we, as women with disabilities, do in order to be recognised by others?

### Group 3:

**Film quotation:** Victória: "Facing society is a great challenge for a disabled woman who is pregnant. There are always prejudices: 'Who had the courage to make her pregnant?' There's always this 'what?' They forget that she is also a woman who has feelings, who may like someone, or somebody might like her, and they have sex. For them it's always someone who deceived her and made her pregnant. They never look at the feminine side of disabled women. ... I don't look at myself as the disabled Victória, but as Victória the person, the human being who has feelings, desires, needs, will ... and rules."

- Questions:**
- Why does Victória have a particularly hard time as a pregnant woman?  
In what ways is she excluded in her society?
  - Which feelings, desires and needs does Victória have?
  - Why do people around her think that disabled women should not have children?
  - How do we see Victória?  
What is our opinion about pregnancy and motherhood for disabled women?

### Group 4:

**Film quotation:** Mariana: "I can't answer the questions that people sometimes ask. 'Mariana do you really take a bath on your own!?' 'Do you dress yourself on your own?' 'How do you put on your knickers?' And I reply: 'The same way you do... that's how I put them on!' For me it's essential; I have to be pretty, in any case, even if I'm going to sleep."

- Questions:**
- Which questions annoy Mariana most and why?
  - What is very important for Mariana? How does she want to be perceived in society?
  - Which disabilities and which exclusions especially bother Mariana?

### **3 Workshop: END EXCLUSION**

**Target group:** ages 14 years and up

**Duration:** one morning or afternoon (three teaching units)

**Required:** “Body and Soul” film, questions, paper, pens

#### **Reflection exercise:**

The first scene (0:00 to 0:34) of the film in which only the feet are shown is watched. Then the film is stopped and the participants are asked the following questions:

- Which images can be seen in this scene?
- What did the filmmaker probably want to express with that?
- What was different or what especially caught your attention?

The participants continue watching the film up to minute 3:27 and are then asked to describe their feelings in writing:

- Which feelings are evoked when we see disabled people in a film?
- How do we feel when we see disabled people in their everyday lives?

For the last time, the film can be stopped after the images of the fashion show (minute 29) and the participants can be asked how they have experienced the show. Then they watch the film until the end (25 minutes).

Afterwards, the entire group could briefly discuss the film or the participants might ask questions (20 minutes):

- What do the disabled people in the film tell us about exclusion?
- Where do they encounter barriers?
- How do they overcome these barriers?
- Which statements of non-disabled people concerning exclusion are mentioned in the film?
- Which strategies and actions have disabled people in Mozambique developed to counter exclusion? Which of them do we like and why?
- Do we know about similar situations of exclusion of disabled people in our own country?

Break (15 minutes)

## **“END EXCLUSION” exercises in small groups (30 minutes):**

The film shows different possibilities of what can be done to counter exclusion. Each of the small groups gathers further ideas about how the exclusion of disabled women and unemployed people could be stopped and how disabilities in everyday life, etc. could be eliminated – on a regional, national and international basis (i.e. in the immediate social environment, in their own country, worldwide) → laws and their implementation, actions in public spaces, campaigns, e-mail campaigns, etc. Each small group chooses one idea, develops a plan for its realisation and/or acts out the idea.

Presentation of results in the larger group (15 minutes).

## **4 Victória – Mariana – Vasco**

**Target group:** ages 14 years and up

**Duration:** approx. 50 minutes (max. one teaching unit)

**Required:** film, questions, paper, pens

Before watching the film, the participants split up into three groups and each group is instructed to closely watch one of the people in the film. The participants receive the appropriate worksheets (see master copy below):

“Victória” group — “Mariana” group — “Vasco” group

The participants watch the film “Body and Soul”, focussing on the person they were assigned and take as detailed notes as possible on their worksheet (notes can also be completed after the film).

The participants of each group jointly discuss the points they have noted during the film and add to them if necessary. On a flip chart, the participants create a mind map with the different perspectives for each person and, upon finishing, present it to the larger group.

Afterwards, the following can be analysed:

- What does INCLUSION in a society mean for people with disabilities?
- How can inclusion be achieved?
- How can barriers for disabled people be reduced? In our society?  
In societies of materially poor countries like Mozambique?  
Who needs to keep what in mind?

## VICTÓRIA

### Her statements and what was shown in the film

Which barriers did she have to overcome?  
(e.g. pregnancy, being self-confident,  
organisation of a fashion show, rehearsal for the  
fashion show, etc.)

Who or which person was important in her  
fighting of barriers?  
(e.g. Ms. Angela, her colleagues from university,  
etc.)

What made her strong?

What fears did she have to overcome?  
How did she manage that?

Which goals does/did she have and how was she  
able to achieve them?

How does she want to be perceived in society?  
What bothers her about her own society?

How is life for her as a disabled person in  
Mozambique? How would it be in your country?

**MARIANA**

**Her statements and  
what was shown in the film**

Which barriers did she have to overcome?  
(e.g. school attendance, how she bathes and dresses herself, how her friends perceive her, etc.)

Who or which person was important in her fighting of barriers?  
(e.g. parents, friends, schoolmates, etc.)

What made her strong?

What fears did she have to overcome?  
How did she manage that?

Which goals does/did she have and how was she able to achieve them?

How does she want to be perceived in society?  
What bothers her about her own society?

How is life for her as a disabled person in Mozambique? How would it be in your country?

## VASCO

### His statements and what was shown in the film

Which barriers did he have to overcome?  
(e.g. move from the countryside to town where  
he had more opportunities, his training as a  
shoemaker, etc.)

Who or which person was important in his  
fighting of barriers?  
(e.g. his uncle, the shoemaker, etc.)

What made him strong and self-confident?

What fears did he have to overcome?  
How did he manage that?

Which goals does/did he have and how was he  
able to achieve them?

How does he want to be perceived in society?  
What bothers him about his own society?

How is life for him as a disabled person in  
Mozambique? How would it be in your country?

## **5 Creating (animated) presentations**

**Target group:** ages 16 years and up

**Duration:** some teaching units, e.g. in the framework of project work

**Required:** computer, Internet access

As an introduction, the participants watch the film "Body and Soul".

Then they form six small groups, one for each of the following topics (if possible, the participants can choose according to their interests):

### **Group 1: Women's / human rights / rights of disabled people**

- Which rights exist now and why are they important?
- In what ways are these rights being observed or violated?

### **Group 2: Being different / being okay / developing courage / self-confidence of disabled or excluded people / personality development**

- How do disabled people cope with being different?
- How do they manage to feel okay, to develop courage and self-confidence?
- How do others react if disabled people are self-confident?

### **Group 3: Disability and poverty / development cooperation / fund-raising → living with a disability in materially poor countries**

- Which organisations are dedicated to development cooperation work in this field and what do they do?
- How do the different development cooperation organisations see disabled people?  
See also: approaches to dealing with people with disabilities (see above, page 7ff.).
- How do the different organisations promote and how are disabled people depicted?
- In which way do the organisations themselves contribute to how disabled people are portrayed in materially poor countries?

**Group 4: Inclusion**

- What are the differences between assimilation, integration and inclusion of people?  
→ Look for definitions and write them down!
- Which way of life is most beneficial for everyone and why?

**Group 5: Education**

- In which way is education important for women/people with disabilities?
- What significance does education have in materially rich and materially poor countries?
- How easy/difficult is access to education for disabled people in Mozambique/ European countries?

**Group 6: Global learning:  
The participants look up the definition of global learning and investigate whether this form of learning is important for us**

- What is your own opinion of that? In which context have you heard about global learning?
- What could global learning mean in the context of disabled people?

The groups look up background information about their respective topic on the Internet and create an animated presentation about it.

The presentations will be carried out in the framework of a final event.

### III. Proposals for follow-up work on the film with bonus materials

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#### 1 Body and Soul – bonus material I

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**Target group:** ages 14 years and up

**Duration:** depending on the interest of participants in debating,  
approx. 50 minutes (max. one teaching unit)

**Required:** film, questions

The participants saw the film “Body and Soul” in a previous teaching unit; now they watch the film’s bonus material until just before the people in it are questioned by the spectators (approx. minute 20).

- What does the film title “Body and Soul” mean? What does it refer to?
- Why is it important to consider both a person’s body and mind? What does it mean to consider both?
- Why do the actors, actresses and organisers of the film want as many people as possible to watch this film? (It can be seen free of charge in various parts of the city.)

#### 2 Body and Soul – bonus material II

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**Target group:** ages 14 years and up

**Duration:** approx. 50 minutes (max. one teaching unit)

**Required:** film, questions, paper, pens

After the participants saw the film “Body and Soul” in a previous teaching unit, they now watch the film’s bonus material until shortly before the end. The film is stopped before the people in the film are asked questions by the spectators (approx. at minute 20).

Then the participants divide up into small groups and put together questions they would ask the protagonists of the film, i.e. they imagine interviewing them one day in Mozambique and so they prepare a list of questions together.

Afterwards, the participants watch the end of the bonus material and compare the questions to their lists.

- Have some of the questions been answered?
- Which further answers might be given in response to our questions?

## Information

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