

## educational screening kit

### Theme #gender

### Me, my Gypsy family and Woody Allen

Director: Laura Halilović

Production country & year: Italy, 2009

Length: 50 min

Producer: Davide Tasco

Camera: Davide Tosco, Laura Halilović, Fabrizio Giuliano

Editor: Marco Duretti

Website: <http://www.zenit.to.it/produzioni-zenit/documentari-zenit-arti-audiovisive/41/io-la-mia-famiglia-rom-e-woody-allen>

### Synopsis

*Me, my Gypsy family & Woody Allen* is the story of the Halilović family who came to Italy from Bosnia and Herzegovina at the end of the '60s, and lived in caravans until 1996. It is an intimate portrayal of the end of a nomadic lifestyle and the difficulties of settling into a council flat. Told in first person, with irony and wit, Laura documents the process of accepting her origins. According to her family, she should already be married, but she is determined to decide for herself and fight for her dream: to become a film director. A portrait of a small community made from the perspective of an insider, presenting a different, deeply personal insight into Roma culture.

### Biography

Laura Halilović was born in 1989. Since January 2007 she has collaborated as director assistant to the activities of the Cultural Centre for Communication and Media in Turin, in the Institution for a Responsible Education project set up by the Department of Educational Services of Turin. *Illusion*, her first short film, won a national competition of films made by people under 18 at the 2007 Sottodiciotto Festival in Turin and was broadcast on Rai 3. *Me, my Gypsy family and Woody Allen* is her first documentary.

### Contact

[www.zenit.to.it](http://www.zenit.to.it)

## What to read to get some useful background information?

### ★ To learn about child marriage (early marriage) and forced marriage in the context of the promotion of gender equality

You can read the CAHROM thematic report on “Child/early and forced marriages within Roma communities in the context of the promotion of gender equality” written by by the experts of the CAHROM thematic group for Council of Europe (2015) <https://rm.coe.int/16806c93f0>

Sections we recommend in particular:

- Definitions of child marriage and forced marriage, pages 7-8
- From the perspective of (traditional) Roma communities, pages 12-14
- The need to avoid stigmatization, stereotypes and generalization when addressing the phenomenon of early/child marriage within Roma communities, pages 14-18

### ★ To learn about camps and eviction in Italy

You can read the following Amnesty International reports:

- “Double standards: Italy’s housing policies discriminate against Roma” produced by Amnesty International (2013)

<https://www.amnesty.org/en/documents/EUR30/008/2013/en/>

- “Housing and Roma in Italy: facts and figures” produced by Amnesty International (2013)

<https://www.amnesty.org/en/documents/eur30/013/2013/en/>

And the following article:

“The ‘camps system’ in Italy: corruption, inefficiencies and practices of resistance”

Written by Riccardo Armillei for the “European Academic network on Romani studies”, a European Union/Council of Europe Joint Programme 2011-2015 (2015)

<http://romanistudies.eu/the-camps-system-in-italy/>

### ★ To learn about the way identities are shaped

We recommend reading “E.M.POWER: A practical booklet on how to empower young Ethnic Minority women” (2008)

<https://www.salto-youth.net/downloads/4-17-1641/EMPowerBooklet.pdf>

Sections we recommend in particular:

- Identity: race, ethnicity, nationality, pages 11-13
- Identity: the epigenetic principle, pages 13-16
- Intersectionality, pages 18-21

### ★ To go further, you can take a look at

- "Gender Matters: A manual on addressing gender-based violence affecting young people", produced by Council of Europe (2007, reprinted 2013)

[http://www.eycb.coe.int/gendermatters/pdf/GenderMatters\\_EN\\_2013.pdf](http://www.eycb.coe.int/gendermatters/pdf/GenderMatters_EN_2013.pdf)

- "Still Missing Intersectionality: The relevance of feminist methodologies in the struggle for the rights of Roma" written by Jelena Jovanović and Anna Csilla Daróczi for the European Roma Rights Center in the publication "Roma Rights 2 2015: Nothing About Us Without Us? Roma Participation in Policy Making and Knowledge Production" (2015)

<http://www.errc.org/article/roma-rights-2-2015-nothing-about-us-without-us-roma-participation-in-policy-making-and-knowledge-production/4433/12>

- "Child Marriage a Cultural Problem, Educational Access a Race Issue? Deconstructing Uni-Dimensional Understanding of Romani Oppression" written by Alexandra Oprea (2005)

<http://www.errc.org/article/child-marriage-a-cultural-problem-educational-access-a-race-issue-deconstructing-uni-dimensional-understanding-of-romani-oppression/2295>

- European Youth Foundation resources on gender

<https://www.coe.int/en/web/european-youth-foundation/resources-on-gender>

## Questions for discussion after the screening

- How did Laura feel as a child about going to school?
- How does she describe living in the camp as a child, and living in the apartment? Is it different than what her parents think?
- Why does she interview strangers in the street about Roma?
- Why do the parents and grandmother insist on that Laura should get married?
- Why doesn't Laura want to get married?
- What does it mean for the mother to "lose tradition"?
- What is the importance of traditions? For the characters of the film? And for you?
- Could Laura become a filmmaker if she got married?
- Do you think there are specific expectations for women and men in your society/community/family? What do you think about them?
- Do you think that as a woman Laura has same chance to become a successful film director as a man? And as a Roma woman, does she have same chance as non-Roma woman? Or does it only depend on personality and talent?
- In what roles/activities do you see the women and the men in the movie?
- Have you experienced a similar situation when you didn't agree with your parents about the best decision for you? How did you communicate and decide?
- Have you experienced a similar situation when you didn't act according to society's expectations about women/men?
- At the end, the father gives the camera to Laura to document the wedding. How do you interpret this act?

### Workshop outline ideas:

#### 1. Find your place in the world

##### Objectives:

- Reflect on social expectations towards men and women and their impact on the participants

Facilitate a short discussion in groups of 3-4 people or in the full group.

- Do you think there are specific expectations for women and men in your society/community/family/school/workplace?
- Have you experienced a similar situation when you didn't agree with your parents about the best decision for you? What happened?
- How do social expectations help you to find your place in the world? And how do social expectations challenge or limit you in finding your place in the world?

Each group can collect their answers on flipcharts and then share with the others.

## 2. Will you marry or not?

Objectives:

- Thinking about motives behind Laura's decision about marriage
- Raising complex questions to address complex issues
- Challenging stereotypes about Roma women marrying early

Split participants into two groups. They will discuss a question in their smaller group, write down their answers on flipchart paper, and at the end present it to the whole group.

Group 1: What are the advantages and values in Laura getting married now (19 years old)? What are the risks of not getting married now?

Group 2: What are the reasons for not marrying now? What are the barriers that marriage would create for her?

After the groups have shared their discussion you can ask the participants if they see similar responses on both lists.

Guide the group in building a grey list - no pros or cons but rather an "it's complicated" list highlighting those common responses. For example, if participants say "if Laura gets married she will be happy because she will feel a part of her community," and "if Laura is does not get married, she will study and get a job, and in this way she will feel a part of society in a way," you can point out that the issue of feeling a sense of belonging to a community is important in both choices.

Other questions to discuss:

- Can you think about other traditions which can cause conflict in your family/community/society? How do you deal with these issues/conflicts?

## 3. "I give you the camera"

Objective:

- Analyze a scene from the movie
- Understand the meanings behind the gesture of the father towards Laura at the end of the film

Together as a group, watch the scene again where the father gives the camera to Laura to document the wedding. Ask participants to find a partner and make a still image of the "giving the camera" moment. One person will be like a sculpture in the position of the father, the other one of Laura. They should express the emotions in the two characters, with their body posture, facial expressions, and gestures.

Tell them to stay in their poses and that you will go around the sculptures and when you touch someone's shoulder, the person should say one sentence in the role of the character (Laura or father) about what he or she is thinking or feeling in the moment: ("I think..." or

“I feel...”). Then sit down in a large circle with the whole group and discuss their feelings and interpretations regarding this scene.

#### 4. The Power of Dream

##### Objective:

- **Connect with oneself dreams**
- **discuss the power of dreams in youth empowerment**

##### Energizer

Find quotes about dreams/passions that inspires you on the internet and print them on individual pieces of paper. Quotes can be placed on the wall, or on a table in the middle of the circle of participants. Ask each participant to choose one of them that they relate to or disagree with, or that connect to questions they might have for themselves and ask them to discuss it in pairs. You can also spread/hide the quotes around the venue and ask the participants to team up and look for them (for one or more per team according to the time you have).

Examples of quotes:

- *Build a dream and the dream will build you.* Robert H. Schuller
- *If a little dreaming is dangerous, the cure for it is not to dream less but to dream more, to dream all the time.* Marcel Proust
- *Each man should frame life so that at some future hour fact and his dreaming meet.* Victor Hugo

##### Dream catchers - 3 spaces, 3 atmospheres

**Before the activities starts, prepare three different spaces with very different atmosphere:**

- 1 room with a nice atmosphere (cushions for the floor, nice lighting, soft music, etc.)
- 1 uncomfortable space (for example, a corridor)
- 1 open space (for example garden or terrace)

You will be guiding the group of participants throughout those three different spaces, giving very precise instructions of what they should do in each space. All participants from the group will move together to the next room.

At first, gather the participants in a neutral space (the training course room for example) and explain the exercise.

Then take the participants into the first room (the one with a nice atmosphere). This is the room of dreams. Ask participant to sit and get comfortable. They can lay down, close their eyes, or simply sit down and/ or write in a personal notebook. Ask them to think about one thing that they are really dreaming about.

Guide them through an individual reflective moment, helping them to connect to one of their dream. Remind them that in the room of dream, everything is possible, that there are no limits, not money issues, no time limit, no visa issues, no borders, no limiting belief or social rules, etc.. For the exercise to work, inform participants that the dream they

choose needs to be specific. For example “ I would travel abroad” is too vague and should rather be “ I would like to travel to Australia”.

#### Guiding questions

Here some questions that might help them to think about their dreams

*Who are your big heroes/examples? What is it that you admire in them?*

*What is your most 'impossible' dream for the future that you keep dreaming about?*

*What can you do for hours while forgetting the time?*

*What is your secret wish that makes your cheeks turn red?*

*What makes you smile?*

Once participant have had enough time to connect to one of their dream, ask them to slowly get back to the present moment and invite them to move to the second space (the uncomfortable one). This space is called the Realist space, where participants are invited to get back to reality. Same process. Ask them to sit down and revisit their dreams this time identifying obstacles.

#### Guiding instructions

*You meet “the spoiler”:* a person that would feel jealous about you having this dream and want to spoil it. He/she would tell you: “you will never make it because....”

*You meet “the realist”* a person being worried about you failing. He / she would tell you: “but did you think about that....”, etc.

Finally, take the participants to the third and last space : the open space. Invite them to split in small groups to share information about what happened for them in the last two rooms. They are encouraged to share as much as they like and to get the others support for inspiration, ideas on how to overcome obstacles they have identified in pursuing their dreams.

Bring all participants together and discuss the exercise. Create connection with the film by asking what are the main obstacles Laura has to overcome and what are the power of dreams and passion when it comes to self-development and empowerment.

Reflecting on the experience in the full group

Source : Adapted from Dream Catcher Training course

<https://www.salto-youth.net/tools/european-training-calendar/training/dream-catchers.4794/> - Method design by Diana Nedeva & Charlotte Bohl and inspired itself by the

Disney method [https://en.wikipedia.org/wiki/Disney\\_method](https://en.wikipedia.org/wiki/Disney_method)

## 5. Gender issues

You could also use several methods of this manual

[http://www.eycb.coe.int/gendermatters/pdf/Gender\\_matters\\_EN.pdf](http://www.eycb.coe.int/gendermatters/pdf/Gender_matters_EN.pdf)

A manual on addressing gender-based violence affecting young people, produce by Council of Europe (2007)