

educational screening kit

Theme #social inclusion

Spartacus & Cassandra

Director: Ioanis Nuguet

Production country & year: 2014

Length: 80 min

Producer: Gérard Lacroix, Gérard Pont, Samuel Luret

Camera: Ioanis Nuguet Editor: Anne Lorrière, Ioanis Nuguet

Music: Aurélie Ménétrieux

Official Website: <https://www.lacid.org/fr/films-et-cineastes/films/spartacus-cassandra>

Buy DVD: <https://www.nourfilms.com/spartacus-cassandra-2/>

Synopsis

Spartacus and Cassandra, the children of two homeless Roma, have been taken in by the young street worker Camille. In her little community, she helps homeless and poor children and performs art, music, and circus acts with them. She takes special care of the Roma siblings and is struggling to become their legal custodian, as their parents try to take them back onto the street.

Biography

Born in 1983, Ioanis Nuguet went on to study and perform Balinese dance and theater in Indonesia from 2000 to 2002. Upon his return to France, he created several performances from this experience and directed a documentary about transmission within a family of Balinese artists. In 2011, after four years spent in the outskirts of Paris with Roma people, he started filming *Spartacus & Cassandra*.

An Interview with the Director

<https://fourthreefilm.com/2015/05/spartacus-and-cassandra-interview-with-director-ioanis-nuguet>

by Catherine knight, May 2015, for HOT DOCS

What to read to get some useful background information?

★ About forced eviction of Roma in France

We recommend reading the Amnesty International report “‘We ask for justice’: Europe’s failure to protect Roma from racist violence” (2014). This briefing examines hate-motivated violence and harassment perpetrated against Roma through emblematic cases in three countries: the Czech Republic, France and Greece.

<https://www.amnesty.org/en/documents/EUR01/007/2014/en/>

You can also look at another Amnesty International report “Told to move on: Forced evictions of Roma in France” (2013).

<https://www.amnesty.org/en/documents/eur21/007/2013/en/>

★ About school & intercultural mediation

You can check the reference document adopted by the Council of Europe’s Committee of Ministers, “Recommendation CM/Rec(2012)9 on mediation as an effective tool for promoting respect for human rights and social inclusion of Roma” (2012).

<http://coe-romed.org/sites/default/files/leaflets/Recommendation%20CM-Red%20%282012%299%20FRA%20EN.pdf>

You can download and use the “Romed1 Trainer’s Handbook: European training programme on intercultural mediation for Roma communities” (2016). You will find many examples of inspiring activities related to the topic of mediation.

<http://coe-romed.org/sites/default/files/documentation/ROMED1%20Trainers%27%20Handbook.pdf>

To go further, you can take a look at <http://coe-romed.org/resources>

★ In French

Le réseau de création et d’accompagnement pédagogique à développer/ rassemblé des ressources autour du film:

<https://www.reseau-canope.fr/spartacus-et-cassandra-itineraire-de-deux-jeunes-roms/spartacus-et-cassandra-le-film.html>

Dossier Pédagogique Philippe Leclercq, Spartacus et Cassandra, « Prix Jean Renoir des lycéens », Réseau Canopé (2015).

https://www.reseau-canope.fr/fileadmin/user_upload/Projets/spartacus_et_cassandra/PrixJeanRenoir_Spartacus-Cassandra.pdf

Questions for discussion after the screening

- What are the different types of obstacles Spartacus and Cassandra are facing in their lives?
- How would you describe their relationship with their parents?
- How is life organised in the camp?
- Who is Camille, and what role does she take in the life of Spartacus and Cassandra? How does her role evolve? What challenges or questions does her position raise?
- Who are the other people, institutions, NGOs, etc., around them? How is their environment organised?
- What is the position of the film director?
- How does the filmmaking process influence Spartacus and Cassandra's relationship to reality?
- Is there an element of fiction in the screenwriting process for a film presented as a documentary film?
- For the creation of the voice over, the filmmaker asked the kids to write about the scenes. What does it bring to the film? What do you think the children have experienced through this process?
- The film wavers between very difficult and poetic situations. Can you identify one or more “magic moments” in the film for you?
- What is Spartacus’ experience at school? How does the filmmaker choose to depict the complexity of the situation?
- The father does not support their enrollment at school. Why?
- During the meeting with the judge, what are the languages spoken? What are the different communication challenges? What role could a mediator have played?

Workshop outline:

1. Mapping obstacles and opportunities (10-15 min)

Objectives:

- Raise awareness about how social disadvantages affect your opportunities
- Identify different obstacles and opportunities that youth can have in life

A. Ask participants to name different types of obstacles/disadvantages that a young person can have in life and write them on a flipchart. (For example: experiencing discrimination against Roma, being born into deep poverty, living far from infrastructure, disability, personal trauma in childhood, being LGBTQ. etc.) Collect chances/opportunities on another flipchart. How do you think these obstacles and privileges affect your personal choices and/or life decisions? Ask participants to write names of characters from the movie next to the different obstacles and privileges that they think are connected to them. Discuss how the social disadvantages of Spartacus and Cassandra can affect their life.

2. Image of obstacles and opportunities

Ask the participants to move around in the room in random directions. They don't have to go in circles, but should move continuously. Tell them that you will say a theme and then when you clap your hands, they have to stop, freeze in a sculpture that reflects the theme, stay there for few moments while carefully looking around at the others without changing their position, and then start walking again. The themes can be opportunity, discrimination, oppression, luck, poverty, or other obstacles and opportunities from the previous exercise. At the end discuss with them how they felt during the exercise, and if they discovered anything surprising.

3. Take a step forward (60 min)

See: http://www.eycb.coe.int/compass/en/pdf/2_38.pdf

You can put the characters of the movie in the role cards: Spartacus, Cassandra, Camille, the mother, the father, Ionis, the film director.

Another way of doing this activity, especially if the venue is small:

Begin the same way, distributing characters among participants. Print the statements on separate papers (if you have 15 participants, have 15 copies of each statement). Ask the participants to read the statements and pick those that are true for their character. After everyone is finished, ask them to present one by one their characters and the statements they collected. You can ask the other participants to share if they have different opinions about any statement for each character.

4. Help!

Objectives:

- Reflect on what it means to help someone
- Reflect on the participants' personal experiences about helping someone and being helped

Give the image of the Jelly Baby Tree to the participants:

https://www.google.com/search?q=jelly+baby+tree&espv=2&biw=1280&bih=591&source=lms&tbm=isch&sa=X&sqi=2&ved=0ahUKEwi6uq6clPvRAhVBmBQKHcCXBfUQ_AUIBigB#imgrc=80zYa8fWjPVhBM

You can give different instructions with this image:

- a. Participants choose one jelly baby for Spartacus and Cassandra, one for Camille. They have to colour those jelly babies with different colours. Questions to discuss: What do you think about the position of Camille and her relationship with the children? How does she act and why?
- b. Participants choose one jelly baby for Spartacus and Cassandra, one for a random neighbour living there, witnessing the situation. They have to colour those jelly

babies with different colours. Questions to discuss: How do we behave when there is a camp (of Roma, refugees, etc.) near us, where we live, go to school, or work? Can we become part of the story and if yes, how? What is in our power to do in such a situation?

- c. Participants choose one jelly baby that represents a situation from their own life when they needed help. Choose another one representing a situation when they helped someone. They have to colour those jelly babies with different colours. When you needed help, why was it? What was the obstacle for you in that situation? What kind of support or helping character did you need in that moment? When you helped someone, how did you help? Why did you choose that position? Why did you help the way you helped? Could you have helped differently?

5. Social network

Objectives:

- Reflect on the impact and responsibility of people around Spartacus and Cassandra

A. Tell participants to draw an image individually with the title: Social network of Spartacus and Cassandra. They should depict/represent the key people around them and the nature of the relationships. You can choose to put all the images on the wall and look at it as an exhibition with the group, or you can ask if there are people who feel like presenting their image. You can highlight similarities and discuss differences. Discuss the impact of these people on their life.